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ABSTRACT

This instructional guide for a one-half credit course for grades 11-12 emphasizes preparation for family and career roles, effective management, and personal and career effectiveness. Introductory materials are a course description; overview of course design; facilities, equipment, and resources; and how to use the instructional guide. Texas Essential Knowledge and Skills for Home Economics Education are presented in a two-column format with numbered general knowledge and skills statements in the left column and related statements of expected student performance on the right. Sample block plans and a block planning master illustrate one way to carry out the course. The instructional strategies section allots two pages for strategies addressing each statement of expected student performance. Each strategy has a number and header designation. Examples of headers are brainstorming, case study, class discussion, game, group activity, laboratory experience, research, role play, and skit. A light bulb icon beside a header indicates that creative teaching techniques are suggested in another section. A notes column on each page displays information and icons that point out where teaching aids have been used and other pertinent information. A list of resources is provided. Other sections provide supervised career-connections experiences, blended activities, creative ideas, TAAS objectives and proficiency, bibliography, and teaching aids (transparency masters, student information sheets, activity sheets, assessment devices, and other tools). (YLB)

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Family and Career Management

Teacher's Instructional Guide

Home Economics Education
Texas Education Agency
Austin, Texas

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Family
and
Career Management

Teacher's Instructional Guide

Developed and disseminated by:
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Course Description

Family and Career Management (FAM&CRER) **12201410**
Recommended Grade Placement: 11-12 Credit: 1/2
Recommended Prerequisite: None

This comprehensive course emphasizes preparation for family and career roles, effective management, and personal and career effectiveness. Topics include managing family, community, and career roles; impact of technology on the workforce and the family; correlation of personal and family strengths to employment opportunities; interpersonal skills; and personal characteristics that lead to career and personal success. Other topics include health-related issues affecting employees, nutrition management, ethical and legal practices in the workplace, financial and time management, wardrobe planning and maintenance, and housing considerations and management.

Overview of Course Design

As a totally new course, there is no previous course to which the content focus of Family and Career Management can be compared. Rather, it should be viewed as a course uniquely created to meet recurring requests for a course which provides a comprehensive base of knowledge and skills preparing upper grade students to more effectively assume adult roles. Family and Career Management is appropriate for any student, regardless of anticipated adult role pursuit. The course fits well into any Career and Technology coherent sequence of courses to accommodate the legislated provision for all students to gain the knowledge and skills necessary to manage multiple family and work roles. The course focuses on up-to-date content reflecting current cultural, societal, demographic, economic, and technological conditions impacting individuals, families, and the workforce. Students who complete both the Family and Career Management course and the Preparation for Parenting course should have an unusual advantage in personal effectiveness in assuming family, community, and career roles.

Facilities, Equipment, and Resources

This technical course utilizes an instructional setting that accommodates development of Family and Career Management essential knowledge and skills through locally selected instructional strategies. Utilization of content laboratories provides for enriched instructional effectiveness, relevance, and retention. There currently being no textbooks for this course, utilization of a rich variety of up-to-date resources and technologies, including computers, software, and the Internet is critical.

Future Homemakers of America

Future Homemakers of America activities can be most effectively structured to serve as one of the many methods of instruction used in the classroom (i.e., independent study, group work, role play, questioning). As a method of instruction, activities of the organization reflecting specific home economics content are incorporated into the Family and Career Management course. Chapter activities need to be designed to accommodate chapter projects, community needs, and the desires of the students involved.

FHA/HERO activities are included as integral parts of instruction within several components of this instructional guide. Each instance is denoted by the Future Homemakers of America emblem in the margin.

- **Instructional Strategies** – FHA/HERO activities are written into the individual strategy when the project or program is an integral part of that specific learning experience.
- **Instructional Strategies** – Suggested FHA/HERO activities are provided in a box at the end of the numbered set of strategies to generate additional ideas for projects and programs that are relevant to the overall Texas Essential Knowledge and Skills (TEKS) statement, but not tied to a specific strategy.
- **Supervised Career-connections Experiences** – Throughout the course, FHA/HERO projects and programs are suggested that, depending on depth and extent, could constitute a supervised career-connections experience.
- **Blended Activities** – A separate page has been included in this section to provide ideas for FHA/HERO projects and programs that address multiple Texas Essential Knowledge and Skills.

As a method of instruction rather than the sole point of instruction, Future Homemakers of America programs and projects will be present in instruction but not itemized in block plans. A chapter's organizational structure and the teacher's approach to utilizing the organization as a method of delivering course content will influence whether to have chapter activities once a week, once a month, or have some activity related to the content filtered into the curriculum on a more regular basis.

Resources available from the organization's national headquarters to assist with starting a chapter and integrating it into the curriculum are the *Co-Curricular Guide* and *FHA/HERO Handbook*. Additional national resources helpful to Family and Career Management teachers and students include handbooks for the various national programs, such as *FHA/HERO Career Connection* and *Leaders at Work*.

How to Use the Instructional Guide

You will be able to utilize the *Family and Career Management Teacher's Instructional Guide* most effectively if you first understand all components and how they work together. Read through the Table of Contents and familiarize yourself with the various components of the instructional guide. Following are descriptions and suggestions for utilizing components within each section to maximize instructional effectiveness.

INTRODUCTION

Read the Introduction for information specific to the course on
- Course Description
- Overview of Course Design
- Facilities, Equipment, and Resources
- Future Homemakers of America

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR HOME ECONOMICS EDUCATION

Familiarize yourself with the TEKS for Family and Career Management. A copy of the Texas Administrative Code, Chapter 122.14, is provided in this document for your convenience.

The Texas Essential Knowledge and Skills are presented in a two-column format. In the left column are the numbered general knowledge and skills statements, [i.e., (1), (2), (3)]. In the right column are the related statements of expected student performance, sometimes referred to as knowledge and skills expectations [i.e., (A), (B), (C)]. Two pages have been allotted in the **Instructional Strategies** section for instructional strategies addressing each statement of expected student performance. Additional strategies that simultaneously address multiple statements of expected student performance are included in the **Supervised Career-connections Experiences** and **Blended Activities** sections of the instructional guide.

BLOCK PLANS

The block plans are included strictly as one example of how each course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

INSTRUCTIONAL STRATEGIES

Several instructional strategies are provided for each statement of expected student performance. It is not expected that you would use all strategies, but that you would select from the options those that best meet the needs of your students.

One of your greatest challenges in teaching the new TEKS is that of providing students with updated content information. Information changes so rapidly, and sources of information are so varied, that it is inappropriate and virtually impossible for the instructional guide to narrowly define much of the actual content. While some instructional strategies have built in obvious sources of information input, it is important for you to consciously seek and provide sources of information for each knowledge and skills expectation. The *Teacher's Instructional Guide* provides direction for resources and some background information sheets for both student and teacher use. Keeping abreast of content information can be accomplished through professional development, curriculum resources, professional organizations, and personal study. It is vital for all teachers continually to bring course content up-to-date.

The most important consideration is that students be enabled to meet each knowledge and skills expectation. Ask yourself continually, "How can I provide instruction so that students will know and be able to do what is expected?" As you analyze the student expectation provided in the shaded box at the top of each set of strategies, be sure to put that statement in the context of the general knowledge and skills statement.

> *For example, TEKS 1A states: The student is expected to determine personal and family management skills that transfer to the workplace and community. Remember that TEKS 1A, 1B, and 1C all fall under TEKS 1: The student determines transferable skills necessary to function effectively in family, community, and wage-earner roles.*

To help you frame this important connection, thirteen divider pages have been inserted within the instructional strategies – one before each new numbered TEKS statement.

The **Instructional Strategies** section has been designed to teacher specifications – to facilitate ease of use and to provide as much needed information as possible. The following aids have been built into the format.

Notes Column

The Notes column on the outside of each page was designed to provide space for your own notes and to display information and icons that point out the following:

- where Teaching Aids provided in the guide have been used within the strategies
- strategies which correlate with exit level TAAS objectives and academic principles for reading, writing, mathematics, science, and social studies
- strategies that utilize technology applications
- opportunities for integration of FHA/HERO programs and projects within specific strategies

TA 1 The Management Process

TAAS WRITING

Strategy Headers

Each instructional strategy has been given a number and header designation so that you can easily locate and reference specific strategies and tell at a glance what general methodology is involved. In addition, the light bulb icon beside a header indicates that creative techniques related to the methodology are suggested in the **Creative Ideas** section.

Following are examples of headers used, with brief explanations or comments where titles may not be self-explanatory. The **Creative Ideas** section provides elaboration on many of these techniques.

- **AUDIOTAPE**
- **BRAINSTORMING** (see the Creative Ideas section)
- **CASE STUDY** (see the Creative Ideas section)
- **CLASS DISCUSSION**
- **DEBATE** (see the Creative Ideas section)
- **DEMONSTRATION**
- **EDUCATIONAL TOUR**
- **GAME** (see the Creative Ideas section)
- **GROUP ACTIVITY** (see the Creative Ideas section)
- **GUEST SPEAKER** (see the Creative Ideas section)
- **INDIVIDUAL ACTIVITY**
- **INTERNET SEARCH/ACTIVITY** (see the Creative Ideas section)
- **INTERVIEW**
- **LABORATORY EXPERIENCE**
- **OBSERVATION**
- **ORAL PRESENTATION** (see the Creative Ideas section)
- **PANEL DISCUSSION** (see the Creative Ideas section)
- **PROBLEM SOLVING**
- **PROJECT**
- **RESEARCH** – The header usually designates the systematic search for and collection of information about a particular subject, although some activities may involve more extensive research methods or more formal research projects.
- **ROLE PLAY**
- **SCENARIO** (see the Creative Ideas section)
- **SKIT**
- **SURVEY**
- **SYMPOSIUM** – In a symposium format, several persons present short, prepared speeches to a group on various aspects of a topic. Members of the group may ask questions after presentations are made. For example, three or four students research a particular topic and present information to the class; class members then dialogue with the presenters through questioning following the presentation.
- **TEAMWORK** (see the Creative Ideas section)
- **VIDEOTAPE** – Few videotapes are referenced by name other than those available from the Home Economics Curriculum Center; these are suggested as samples because they have been previewed for content and appropriateness. Teachers are encouraged to utilize additional videotapes they have personally previewed for appropriateness.
- **VISUAL DISPLAY** (see the Creative Ideas section)
- **WRITTEN EXERCISE**

Resources

Space is provided at the end of each set of strategies for resources pertinent to each knowledge and skills expectation. Specific books, periodicals, agencies and organizations, videotapes, and Web sites are often listed, and space is provided for you to list additional resources.

A complete bibliography of all resources is provided under the tabbed divider, **Resources**.

SUPERVISED CAREER-CONNECTIONS EXPERIENCES

Examples of career-connections experiences for students enrolled in the Family and Career Management course are provided. The "Note to the Teacher" on the introductory page to this section provides additional information about supervised career-connections experiences. Teaching Aid 98, ***Activity Assessment***, has been provided as an example of an assessment tool for experiences such as these.

BLENDED ACTIVITIES

Blended activities are teaching and learning strategies that encompass several knowledge and skills expectations. These activities promote student learning of multiple TEKS simultaneously through hands-on, project-based, and/or problem-solving activities.

Blended activities provide extension and application of the basic knowledge and skills developed in strategies that address each individual student expectation. Some also serve as a means of authentic assessment. Teaching Aid 98, ***Activity Assessment***, is also appropriate for many blended activities.

Included in the **Blended Activities** section are suggestions for FHA/HERO projects and programs that address multiple knowledge and skills expectations.

CREATIVE IDEAS

The rationale for this section, and guidelines for use, are provided on the section introductory page. Please read the **Creative Ideas** section! It provides many ideas for promoting active learning, as well as suggestions for saving teacher time and enhancing student learning and skills development.

TAAS OBJECTIVES AND PROFICIENCY

In response to teacher requests, a tabbed divider has been provided as a placeholder for filing updated TAAS objectives. This convenience, along with the icons for reading, writing, mathematics, science, and social studies in the Notes column of Instructional Strategy pages, will help you reinforce important academic concepts related to Family and Career Management content.

RESOURCES

The resource section includes a bibliography of resource ideas generated by writers and reviewers of the document. Resources, which are listed alphabetically, include books, periodicals, agencies and organizations, videotapes, and Web sites.

A separate divider/section has been provided so you can add additional resources that you locate or obtain through professional development sessions.

TEACHING AIDS

In response to popular demand, teaching aids include transparency masters, student information sheets, activity sheets, assessment devices, and other tools to facilitate instruction (and save teacher development time!).

Chapter 122. Texas Essential Knowledge and Skills for Home Economics Education

Subchapter J. Research, High School

Statutory Authority: The provisions of this Subchapter J issued under the Texas Education Code, §28.002, unless otherwise noted.

§122.91. Implementation of Texas Essential Knowledge and Skills for Home Economics Education, Research, High School.

The provisions of Chapter 122, Subchapters B-K, shall supersede §75.83 of this title (relating to Vocational Home Economics) beginning September 1, 1998.

Source: The provisions of this §122.91 adopted to be effective September 1, 1998, 22 TexReg 5031.

§122.14. Family and Career Management (One-Half Credit).

(a) General requirements. This comprehensive course is recommended for students in Grades 11-12.

(b) Introduction. Home economics education provides individuals and families with essential knowledge and skills for managing the challenges of living and working in a diverse, global society. Individuals utilize these skills to enhance career and personal effectiveness, promote family strength and well-being, and pursue career options.

(c) Knowledge and skills.

(1) **Preparation for family and career roles.** The student determines transferable skills necessary to function effectively in family, community, and wage-earner roles.

The student is expected to:

(A) determine personal and family management skills that transfer to the workplace and community;

(B) assess changes in the job market and the resulting impact on the family; and

(C) identify ways family members and family practices promote lifelong learning.

(2) **Preparation for family and career roles.** The student analyzes the impact of technology on the changing workforce and on the family.

The student is expected to:

(A) describe technological skills required for the workplace;

(B) explain the impact of technology on the workforce and family; and

(C) describe the effect of technology on personal and family life management.

(3) **Preparation for family and career roles.** The student correlates personal and family strengths to employment opportunities.

The student is expected to:

(A) assess personal interests, characteristics, skills, and their compatibility with varied career options;

(B) determine a variety of career options and preparation requirements; and

(C) describe the correlation between family support and job success.

(4) **Preparation for family and career roles.** The student completes a supervised career-connections experience applying knowledge and skills developed in the study of family and career management.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of family and career management; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of family and career management.

(5) **Personal and career effectiveness.** The student compares relationship skills to personal and career success.

The student is expected to:

(A) identify methods for developing and maintaining successful professional relationships; and

(B) analyze the influence of positive interpersonal relationship skills on job success.

(6) **Personal and career effectiveness.** The student exhibits personal characteristics that lead to career and personal success.

The student is expected to:

(A) relate positive attitude to job and family effectiveness;

(B) exhibit communication and interpersonal skills, including conflict resolution and negotiation, for developing personal and professional relationships;

(C) practice time and stress management techniques;

(D) demonstrate decision-making, goal-setting, and problem-solving skills;

(E) determine skills related to diversity that impact career and personal effectiveness;

(F) analyze appropriate dress and grooming for the workplace;

(G) demonstrate business and personal etiquette;

(H) demonstrate skills and characteristics of leaders and effective team members;

(I) explain how to work within organizational structures to meet employer goals;

(J) demonstrate effective techniques to secure, maintain, and terminate employment; and

(K) demonstrate verbal, nonverbal, written, and electronic communication skills.

(7) **Personal and career effectiveness.** The student describes ways businesses contribute to family strengths and parental effectiveness.

The student is expected to:

(A) describe contributions of business to employees' balancing responsibilities of family, community, and wage-earner roles;

(B) identify workplace policies and practices supportive of families; and

(C) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

(8) **Personal and career effectiveness.** The student analyzes health-related issues affecting employees in the workplace.

The student is expected to:

(A) determine occupational implications of substance abuse;

(B) summarize company policies regarding mandatory drug testing;

(C) summarize various employment policies regarding physical limitations and chronic health conditions;

(D) describe workplace programs that promote good nutrition and exercise; and

(E) identify environmental considerations and essential safety practices at work.

(9) **Personal and career effectiveness.** The student describes the impact of ethical and legal practices in the workplace.

The student is expected to:

(A) summarize federal regulations governing employment practices;

(B) identify forms of ethical and legal violations in the workplace;

(C) identify strategies to address ethical and legal violations; and

(D) discuss abuse of privileges, conflict of interest, and preferential treatment.

(10) **Effective management.** The student exhibits resource management techniques.

The student is expected to:

(A) identify personal resources;

(B) develop time management strategies;

(C) explain the effect of priorities on personal and family management decisions; and

(D) analyze components of effective financial management.

(11) **Effective management.** The student practices effective decision making in meeting personal and family clothing needs.

The student is expected to:

(A) identify factors affecting personal and family clothing selection;

(B) practice clothing care and maintenance;

(C) analyze factors affecting the management of the personal and family clothing budget; and

(D) demonstrate personal and business wardrobe planning skills.

(12) **Effective management.** The student practices effective decision making in meeting personal and family housing needs.

The student is expected to:

(A) summarize housing options and considerations for selection;

(B) estimate the expense of obtaining furnishings and maintaining living space;

(C) determine skills necessary for managing and maintaining a home; and

(D) summarize laws and regulations affecting housing.

(13) **Effective management.** The student determines food choices that promote good health.

The student is expected to:

(A) determine considerations in planning nutritionally adequate meals for individuals and families;

(B) determine food budget considerations;

(C) compare the cost of foods from different sources; and

(D) plan menus considering skills, time limitations, and nutritional needs.

Explanation of Block Plans

NOTE TO THE TEACHER

The block plans are included strictly as one example of how the Family and Career Management course might be carried out in the available instructional time. It is intended that the block plans will serve only as an aid to teachers in planning instruction for the Texas Essential Knowledge and Skills for the course.

There will be many instances where time allotments as shown on the block plans will vary from time allotments as planned in your classroom. Factors impacting actual allotment include class size, length of class period, the school calendar, and local district policies. Also, time allotment will vary according to selected instructional strategies and the degree of emphasis placed on specific strategies and TEKS.

Local districts are encouraged to use the blank block forms found in this section to customize plans to accommodate other scheduling arrangements or to otherwise meet individual needs.

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Family and Career Management

Sample Six Weeks Plan
55 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course Introduction* **4A & 4B** *Introduction of career-connections experience*	***EKS #1 Skills Necessary to Function Effectively in Family, Community, & Wage-earner Roles*** **1A** *Personal and family management skills*	**1B** *Changes in the job market that impact the family*	**1C** *Practices that promote lifelong learning*	***EKS #2 Impact of Technology on the Changing Workforce and on the Family*** **2A** *Technological skills required for the workplace*
Week 2	**2A** *Continued*	**2B** *Impact of technology on the workforce and family*		**2C** *Effect of technology on personal and family life management*	
Week 3	***EKS #3 Personal and Family Strengths Correlated to Employment Opportunities*** **3A** *Personal interests, characteristics, and skills: compatibility with career options*		**3B** *Career options and preparation requirements*		**3C** *Correlation between family support and job success*
Week 4	***EKS #4 Career-Connections Experiences*** **4A** *Home and business applications* **4B** *Career-connections experiences*		***EKS #5 Relationship Skills Compared to Personal and Career Success*** **5A** *Developing and maintaining successful professional relationships*		**5B** *Positive relationship skills and job success*
Week 5	***EKS #6 Personal Characteristics that Lead to Career and Personal Success*** **6A** *Relationship of positive attitude to job and family effectiveness*	**6B & 6K** *Communication and interpersonal skills for personal and professional relationships, including conflict resolution and negotiation*			
Week 6	**6C** *Time and stress management techniques*		**6D** *Decision-making, goal-setting, and problem-solving skills*		*Review* *Test*

Family and Career Management

Sample Six Weeks Plan
55 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**6E** *Skills related to diversity that impact career and personal effectiveness*		**6F** *Dress and grooming for the workplace*		**6G** *Business and personal etiquette*
Week 2	**6H** *Skills and characteristics of leaders and effective team members*		**6I** *Organizational structures*	**6J** *Techniques to secure, maintain, and terminate employment*	
Week 3	**6J** *Continued*	***EKS #7 Ways Businesses Contribute to Family Strengths and Parental Effectiveness*** **7A** *Contributions of business to assist employees* **7B** *Workplace policies and practices supportive of families*			**7C** *Management practices facilitating individuals assuming multiple roles*
Week 4	**7C** *Continued* →		***EKS #8 Health-related Issues Affecting Employees in the Workplace*** **8A** *Occupational implications of substance abuse*	**8B** *Policies regarding mandatory drug testing*	**8C** *Employment policies*
Week 5	**8D** *Workplace programs that support good nutrition and exercise*	**8E** *Environmental considerations and essential safety practices*	***EKS #9 Ethical and Legal Practices*** **9A** *Federal regulations governing employment practices*		**9B** *Ethical and legal violations in the workplace* **9C** *Strategies to address ethical and legal violations*
Week 6	**9B & C** *Continued*	**9D** *Abuse of privileges, conflict of interest, and preferential treatment*		*Review*	*Test*

Family and Career Management

Sample Six Weeks Plan
55 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #10 Resource Management Techniques*** **10A** *Personal resources*	**10B** *Time management strategies* **6C** *Time and stress management techniques*		**10C** *Effect of priorities on personal and family management decisions*	
Week 2	**10D** *Components of effective financial management*			***EKS #11 Decision Making in Meeting Personal and Family Clothing Needs*** **11A** *Factors affecting personal and family clothing selection*	**11B** *Clothing care and maintenance*
Week 3	**11C** *Factors affecting management of the clothing budget*		**11D** *Personal and business wardrobe planning skills*		***EKS #12 Decision Making in Meeting Personal and Family Housing Needs*** **12A** *Housing options*
Week 4	**12B** *Expense in furnishing and maintaining living space*		**12C** *Skills necessary for managing and maintaining a home*		**12D** *Laws and regulations affecting housing*
Week 5	***EKS #13 Food Choices That Promote Good Health*** **13A** *Planning nutritionally adequate meals*	**13B** *Food budget considerations* → **13C** *Cost of foods from different sources* →			**13D** *Plan menus considering skills, time limitations, and nutritional needs*
Week 6	**13D** *Continued*	***EKS #4 Career-Connections Experiences*** **4A & B** *Culmination of career-connections experiences*		*Review*	*Exam*

Family and Career Management

Sample Six Weeks Plan
90 minute periods

1st Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	*Course Introduction* **4A & 4B** *Introduction to career-connections experiences*		***EKS #1 Skills Necessary to Function Effectively in Family, Community, and Wage-Earner Roles*** **1A** *Personal and family management skills*		**1B** *Changes in the job market that impact the family* **1C** *Practices that promote lifelong learning*
Week 2		***EKS #2 Impact of Technology on the Changing Workforce and Family*** **2A** *Technological skills required for the workplace*		**2B** *Impact of technology on the workforce and family* **2C** *Effect of technology on personal and family life management*	
Week 3	***EKS #3 Personal and Family Strengths Correlated to Employment Opportunities*** **3A** *Personal interests, characteristics, and skills: compatibility with career options*		**3B** *Career options and preparation requirements*		**3C** *Correlation between family support and job success*
Week 4		***EKS #4 Career-Connections Experiences*** **4A** *Home and business applications* **4B** *Career-connections experiences*	***EKS #5 Relationship Skills Compared to Personal and Career Success***	**5A** *Developing and maintaining successful professional relationships* **5B** *Positive relationship skills and job success*	
Week 5	***EKS #6 Personal Characteristics that Lead to Career and Personal Success*** **6B & 6K** *Communication and interpersonal skills for personal and professional relationships*		**6B & 6K** *Continued*		**6C** *Time and stress management techniques*
Week 6		**6D** *Decision-making, goal-setting, and problem-solving skills*		**6A** *Relationship of positive attitude to job and family effectiveness* *Test*	

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Family and Career Management

Sample Six Weeks Plan
90 minute periods

2nd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**6E** *Skills related to diversity that impact career and personal effectiveness*		**6F** *Dress and grooming for the workplace* **6G** *Business and personal etiquette*		**6H** *Skills and characteristics of leaders and effective team members*
Week 2		**6H** *Continued* **6I** *Organizational structures*		**6J** *Techniques to secure, maintain, and terminate employment*	
Week 3	**6J** *Continued*		***EKS #7 Ways Businesses Contribute to Family Strengths and Parental Effectiveness*** **7A** *Contributions of business to assist employees* **7B** *Workplace policies and practices supportive of families*		**7A & B** *Continued*
Week 4		**7C** *Management practices facilitating individuals assuming multiple roles*		**7C** *Continued*	
Week 5	***EKS #8 Health-related Issues Affecting Employees in the Workplace*** **8A** *Occupational implications of substance abuse* **8B** *Policies regarding mandatory drug testing*		**8C** *Employment policies* **8D** *Workplace programs that support good nutrition and exercise* **8E** *Environmental considerations and essential safety practices*	***EKS #9 Ethical and Legal Practices***	**9A** *Federal regulations governing employment practices* **9B & 9C** *Ethical and legal violations in the workplace*
Week 6		**9D** *Abuse of privileges, conflict of interest, and preferential treatment*		*Review* *Test*	

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Family and Career Management

Sample Six Weeks Plan
90 minute periods

3rd Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	***EKS #10 Resource Management Techniques*** **10A** *Personal resources*		**10B & 6C** *Time management strategies*		**10C** *Effect of priorities on personal and family management decisions*
Week 2		**10D** *Components of effective financial management*		***EKS #11 Decision Making in Meeting Personal and Family Clothing Needs*** **11A** *Factors affecting personal and family clothing selection*	
Week 3	**11B** *Clothing care and maintenance*		**11C** *Factors affecting management of the clothing budget* **11D** *Personal and business wardrobe planning*		***EKS #12 Decision Making in Meeting Personal and Family Housing Needs*** **12A** *Housing options*
Week 4		**12B** *Expense in furnishing and maintaining living space*		**12C** *Skills necessary for managing and maintaining a home* **12D** *Laws and regulations affecting housing*	
Week 5	***EKS #13 Food Choices That Promote Good Health*** **13A** *Planning nutritionally adequate meals*		**13B** *Food budget considerations* **13C** *Cost of foods from different sources*		**13D** *Plan menus considering skills, time limitations, and nutritional needs*
Week 6		***EKS #4 Career-Connections Experiences*** **4A & 4B** *Culmination of career-connections experiences*		*Exam*	

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Sample Six Weeks Plan
55 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

Sample Six Weeks Plan
90 minute periods

________ Six Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		▨		▨	
Week 2	▨		▨		▨
Week 3		▨		▨	
Week 4	▨		▨		▨
Week 5		▨		▨	
Week 6	▨		▨		▨

Family and Career Management

Knowledge and Skills.

(1) Preparation for family and career roles.
The student determines transferable skills necessary to function effectively in family, community, and wage-earner roles.

The student is expected to:

(A) determine personal and family management skills that transfer to the workplace and community;

(B) assess changes in the job market and the resulting impact on the family; and

(C) identify ways family members and family practices promote lifelong learning.

1A- *The student is expected to determine personal and family management skills that transfer to the workplace and community.*

1) CLASS DISCUSSION

Use a transparency of Teaching Aid 1, ***The Management Process***, to lead a class discussion on the steps in the management process. Lead students to discuss how skills developed through practicing the management process will aid them in roles they have both now and later in adulthood, including family roles, community roles, and career roles.

NOTES

TA 1 ***The Management Process***

KEY QUESTIONS

- What is involved in the "planning" step?
- What is involved in the "organizing" step?
- What is involved in the "implementing" step?
- What is involved in the "evaluating" step?
- How do management skills that you develop and practice in your role as a student and a family member transfer to situations you may face in workplace and community roles?

Have students consider different types of management, such as time management and money management. Discuss with students how important, yet different, each step is in these two areas where management skills are critical.

2) GROUP ACTIVITY/ FHA/HERO

Divide the class into small groups. Using Teaching Aid 2, ***Developing Management Skills,*** assign each group a management problem to solve using the steps in the management process. Have students use large sheets of paper to outline how they applied each step of the management process to solve the problem. Have each group report their work to the class. Give other students in the class an opportunity to ask questions and make comments after each presentation.

TA 2 ***Developing Management Skills***

TAAS WRITING

KEY QUESTIONS

- What are examples of management skills needed in an individual's personal and family life that are also helpful in career and community settings?
- What are examples of ineffective use of management skills in personal and family situations that have a negative impact on community and career roles?

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NOTES

Ask each student to select examples of management skills they deem most important for both career and community settings, and assign students to write an essay describing how those skills transfer from home to the workplace and from the workplace to the home. Students could further develop this activity into a STAR Events Illustrated Talk on the essay topic.

3) PANEL DISCUSSION

Invite a panel of managers from business, industry, and home settings to speak to the class on "How to Be an Effective Manager." Prior to the presentation, have students write questions on index cards to give to the panel.

KEY QUESTIONS

- Why are management skills important?
- What are examples of personal and family management skills that transfer to the workplace and community?
- What are some ways you can practice management skills everyday?
- Why is the "evaluation " step so important in the management process?

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

1B- The student is expected to assess changes in the job market and the resulting impact on the family.

NOTES

1) BRAINSTORMING/GROUP ACTIVITY

Have students brainstorm challenges that workers today face due to changes in the job market. Examples might include:

- lack of job security
- downsizing
- demand for increased production
- rapid technological changes
- frequent job changes

KEY QUESTIONS

- What can students do during their high school years to best prepare themselves for the challenges of the job market?
- Why is education and training after high school important in light of today's job market?
- How can career investigation and research assist high school students in facing the challenges a changing job market presents?

Divide students into pairs. Give each pair a 4x6 index card. On the front of the card, have students list at least three ways that the changing job market impacts families. On the back of the card, have students write strategies that families can implement in response to impacts resulting from the changing job market (e.g., establish an emergency fund in case of job loss or unexpected moving expenses, learn new skills in order to qualify for a variety of positions within a career field, etc.). Have students share their cards with the class. Lead students to summarize and compile into one list suggested strategies for families impacted by the changing job market.

KEY QUESTIONS

- What are some positive impacts of the changing job market on the family?
- What are some negative impacts of the changing job market on the family?

2) INTERVIEW/CLASS DISCUSSION

Have each student interview two adults, including one older adult, to determine job market changes the individuals have observed during their careers. Work with students to develop a standard set of interview questions such as the following:

- What changes have you witnessed in your career field(s) over your years of working?

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- What changes have you personally experienced in the jobs you have held?
- What impact have these changes had on you and your family?
- What suggestions do you have for individuals and families facing career-related changes?

Have students record answers to interview questions. Lead students to share, compile, and discuss findings.

3) VISUAL DISPLAY/ FHA/HERO

Have students use information from Strategy 1 or 2 as the basis for a Families First: Balancing Family and Career or an FHA/HERO Career Connection: INTEGRATE Work and Life activity. Have students create a visual display on ways job market changes impact families and strategies to help families adjust positively to such changes. Have students include suggestions that can better prepare families in advance for anticipated changes.

RESOURCES

BULLETIN

Gober, Patricia, 1998. *Americans on the Move*. (BUL48.3)

AGENCIES AND ORGANIZATIONS

Texas State Occupational Information Coordinating Committee (SOICC)
www.soicc.state.tx.us/

Texas Workforce Commission
www.twc.state.tx.us/

1C- The student is expected to identify ways family members and family practices promote lifelong learning.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities.**

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Ask students to jot down on paper their response to the following question: "How do families promote lifelong learning among family members?" Display Teaching Aid 3, ***How Do Families Promote Lifelong Learning?*** on the overhead projector and discuss with students the ways that are listed. Have students discuss their responses to the question and complete the bulleted list by adding their own ideas.

TA 3 How Do Families Promote Lifelong Learning?

KEY QUESTIONS

- Why is an understanding of the importance of lifelong learning important for individuals and families?
- How do you predict 21st century families will be impacted by the need for lifelong learning?
- Why is lifelong learning important for the older adult population?
- Why is it important for parents to encourage lifelong learning with their children?

2) INTERNET SEARCH/PROJECT/ FHA/HERO

Have students conduct an Internet search of the American Association of Retired Persons (AARP) Web site, and also obtain local community information on opportunities for older adults to pursue lifelong learning. (Examples include elder hostels, travel, college courses, workshops, book clubs, etc.) AARP has scheduled courses specifically targeted for older adults who want to learn how to use a computer. Have students collaborate and organize the information they gathered and use computer software to prepare a brochure for older adults in the community. As an FHA/HERO Community Service or Y.E.S. project, have students present a program, centered around the brochure and information discovered, on lifelong learning for community organizations and senior citizen centers.

3) INTERVIEW

Have students interview teachers, counselors, administrators, or other adults involved in education regarding practices they feel encourage lifelong learning in families. Divide students into small groups, and

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have each group develop three to four interview questions, list them on butcher paper, and post them in the classroom. Work with students to select appropriate questions for the interview (not more than 6-10 questions) and to develop a class interview form. After students have conducted their interviews, have them share with the class the results of their interviews.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

American Association of Retired Persons (AARP)
www.aarp.org

Family
and
Career Management

Knowledge and Skills.

(2) Preparation for family and career roles.
The student analyzes the impact of technology on the changing workforce and on the family.

The student is expected to:

(A) describe technological skills required for the workplace;

(B) explain the impact of technology on the workforce and family; and

(C) describe the effect of technology on personal and family life management.

2A- *The student is expected to describe technological skills required for the workplace.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities.**

NOTES

1) GUEST SPEAKER

Invite the computer teacher, school district technology specialist, or a representative of a computer business to share with the class information related to technology in the workplace and skills required to perform in a technologically advanced work environment.

KEY QUESTIONS

- What technological skills are required in today's workplace?
- How are these skills used?
- Other than computer skills, what types of technological skills are important for careers in the field of family and consumer sciences?
- How can individuals acquire and maintain all of these skills?
- How are these skills transferable to family and community service environments?

2) TEAMWORK/ORAL PRESENTATION

Divide the class into five teams: 1) word processing; 2) database; 3) spreadsheet; 4) desktop publishing; and 5) accounting. Instruct each team to choose one computer program representative of their category to research. Based on the findings, have each team write a description of the program and the ways it is used in the business world and at home. Resource information could be accessed through Internet searches, library resources, or materials provided by the teacher. Have each team prepare a poster reflecting their description and key points about the computer program to use in an oral presentation to the class.

TAAS WRITING

KEY QUESTIONS

- How are these computer programs used in the workplace?
- How are they beneficial in home and family management?
- How can consumers learn to use these programs?
- How could the FHA/HERO chapter benefit from implementing the use of these programs in management and recordkeeping?
- How would the skills in using these computer programs benefit high school students?

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NOTES

TA 4	***Internet Terminology***
TA 5	***Netiquette***
TA 6	***Internet Team Challenge***

3) GAME

Review with students the information presented on Teaching Aid 4, ***Internet Terminology***, and Teaching Aid 5, ***Netiquette***. Allow time for students to study the information and ask questions.

Arrange for students to play a game to help them remember Internet terminology. Teaching Aid 6, ***Internet Team Challenge***, provides instructions for one suggested game activity. Students could also suggest another game format, such as Concentration, and help develop the activity. Provide prizes for the winning team.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

Smithsonian Institution
www.si.edu/organiza/mallmap.htm

NASA Office of Space Flight
www.osf.hq.nasa.gov

Thomas Jefferson's Home, Monticello
www.monticello.org/

Web 66, The International Schools Registry. Visit schools all over the world.
web66.coled.umn.edu/schools.html

2B- *The student is expected to explain the impact of technology on the workforce and family.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities.**

NOTES

1) RESEARCH/WRITTEN EXERCISE/CLASS DISCUSSION

Have students work in pairs to gather resource information to use in completing Teaching Aid 7, ***The Impact of Technology on the Family and the Workforce***. Lead a class discussion using the students' responses as springboards. On the back of the worksheet, have students write ways technology has impacted them and/or their families.

TA 7 The Impact of Technology on the Family and the Workforce

KEY QUESTIONS

- What costs are associated with new technologies?
- How are family budgets affected by technology?
- How are budgets and business financial plans affected by technological advancements in industry?
- How can families make the best use of technological advancements?
- How are families and the workplace affected by change caused by technology?

Students could further develop this activity into a STAR Events Illustrated Talk on the impact of technology on the family in the 21st century or a Families First: Families Today or Families First: You-Me-Us project.

2) DEBATE

Divide the class into two teams to debate the pros and cons of television or computer and video games. Prepare the students for the debate by briefly discussing how television or electronic media impacts family interactions. Use Teaching Aid 8, ***Guidelines for A Classroom Debate,*** as a resource for preparing and conducting a classroom debate. Following the debate, have the class reach a consensus on "how much" time family members should spend watching television or playing electronic games. Explain to students how "consensus" is used in resolving issues related to conflict of ideas and differences of opinion.

TA 8 Guidelines for A Classroom Debate

SOCIAL STUDIES

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NOTES

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

2C- The student is expected to describe the effect of technology on personal and family life management.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities.**

NOTES

1) BRAINSTORMING/WRITTEN EXERCISE

Lead students to brainstorm types of technological advancements individuals and families use and depend on as management tools. Some examples include:

- computers/ Internet for managing finances, gathering information to aid in consumer decision making, handling investments
- electronic security systems
- smoke and carbon monoxide detectors
- automatic teller machines and debit cards
- electronic calendars and address books
- mobile and cellular phones; fax machines; Caller ID
- videocassette recorders
- camcorders for recording family experiences; digital cameras
- electronic thermostats
- electronic controls for household appliances

Lead students to discuss how these and other advancements affect personal and family life management. Assign students to write a news article entitled, "Life Without ____," describing what family life would be like without these technological innovations. Have students read their news articles for the class and then display them in the classroom. If computer stations are available, students could use word processing or desktop publishing software to create their articles.

TAAS WRITING

KEY QUESTIONS

- How were these tasks performed before these technological innovations?
- How is the use of human resources altered with use of these innovations?
- How is the use of nonhuman resources altered with use of these innovations?
- What are positive and negative effects of these innovations on individual and family life management?

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2) PROJECT

Have students design or "invent" a device that would assist with individual or family life management. Provide students with a variety of materials, or have them bring materials from home. Materials might

NOTES

include shoe boxes, assorted sizes of styrofoam, wood, string, buttons, wire, nails, screws, etc. If possible, have students list materials they need and possibly bring items for a "class supply box" with materials everyone could use. In designing their device, ask students to consider the advantages and disadvantages of the device over what is currently used. Have students present their inventions to the class.

3) VISUAL DISPLAY

Secure pictures of technological innovations that were used in the past and have been replaced by new technology. Examples might include:

- typewriters
- horse and carriage/ early autos
- pen and ink bottles
- printing press
- early telephones, telegraph machines
- scrub boards, early washing machines, clothes lines
- early radios, gramophones, record players, televisions

Have students find pictures of new technological innovations that have replaced the old items and use the pictures to create a visual display.

KEY QUESTIONS

- Why were new forms of these items produced?
- What types of technology led to the development of the newer products?
- What types of technological innovations that will affect individual and family life management can you predict for the 21st century?

FHA/HERO ACTIVITIES

- Families First: Balancing Family and Career
- STAR Event: Applied Technology
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

Family
and
Career Management

Knowledge and Skills.

(3) Preparation for family and career roles.
The student correlates personal and family strengths to employment opportunities.

The student is expected to:

(A) assess personal interests, characteristics, skills, and their compatibility with varied career options;

(B) determine a variety of career options and preparation requirements; and

(C) describe the correlation between family support and job success.

3A- The student is expected to assess personal interests, characteristics, skills, and their compatibility with varied career options.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students create a design for a Web page. The purpose of the page is to highlight the student's personal interests, characteristics, and skills, and to provide a space for readers to suggest careers that seem compatible with information provided. See Teaching Aid 9, ***Design Your Web Page***, for an example. Encourage students to use creative art media in developing their designs (such as hand drawings colored by markers, construction paper cut-outs, or computer-generated designs – possibly an actual Web page format). The main point is for students to identify personal interests, characteristics, and skills they possess.

TA 9 Design Your Web Page

Post the completed designs around the room. Have students rotate around the room, read information on each Web design, and write in one or more career suggestions they think would be compatible with the student's interests, characteristics, and skills. Then have each student take their own sheet, review the responses, and participate in a class discussion about conclusions drawn from the activity.
Note: This would be a good FHA/HERO Career Connection: SIGN ON to the Career Connection activity; the *FHA/HERO Career Connection* publication has excellent activities related to TEKS 3A and 3B.

KEY QUESTIONS

- Why is it important to assess your personal interests, characteristics, and skills when identifying potential career options?
- How can you determine your interests, characteristics, and skills?
- What career suggestions offered by classmates seem most compatible with your characteristics?

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have each student complete Teaching Aid 10, ***Self-evaluation of Personal Characteristics.*** Lead a class discussion on how self-evaluation tools can help individuals identify their strengths and characteristics and also identify areas needing improvement. Discuss with students how knowledge and skills learned in Family and Career Management will help them strengthen and improve some of these skills.

TA 10 Self-evaluation of Personal Characteristics

KEY QUESTIONS

- Why are these characteristics important in the workplace?
- Why are these characteristics important in family roles?
- Why are these characteristics important in community roles?
- How can individuals work on self-improvement in some of these areas such as dependability and working with others?

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NOTES

3) GUEST SPEAKER/INDIVIDUAL ACTIVITY

Arrange with the school counselor for students to take a formal interest inventory. Prior to the inventory, have the counselor speak to students about the importance of considering personal interests and abilities when investigating career options. Following the inventory, ask the counselor to help students interpret results.

TA 11 Compatibility of Interests, Characteristics, and Skills with Careers

Have students use inventory results to help them complete Teaching Aid 11, ***Compatibility of Interests, Characteristics, and Skills with Careers***, and to choose career areas of interest to research further in activities related to TEKS 3B.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: SIGN ON to the Career Connection
- Power of One: Working on Working
- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Future Homemakers of America, 1998. *FHA/HERO Career Connection.*

3B- *The student is expected to determine a variety of career options and preparation requirements.*

1) RESEARCH/WRITTEN EXERCISE/ORAL PRESENTATION

Based on activities in TEKS 3A, have each student select and research two careers or entrepreneurial opportunities related to areas of interest to them. Have students use Teaching Aids 12a and 12b, ***A Look Into Careers***, to guide their research. The Texas CARES software, available from the Texas Workforce Commission, features information on 445 occupations and college files on majors and degree opportunities. Check with your school district administration or campus counselors, as they may have acquired this software.

Have students write a newspaper or magazine article on one of the careers they researched. If possible, have students use desktop publishing programs to produce their articles. Have students share a report of their research with the class.

2) INTERVIEW OR PANEL DISCUSSION

Have students interview an individual employed in one of the careers they researched in Strategy 1 above, or invite a panel of professionals to speak to the class on various career options and preparation requirements. If the panel of speakers is chosen, have students suggest careers they would like the panel to address. School district personnel include individuals with a wide variety of career experiences, such as:

- teachers (including Headstart, kindergarten, elementary)
- human resources/personnel directors
- substance abuse counselors
- law enforcement officials
- counselors
- administrators
- accountants
- purchasing agents
- dietitians
- nurses
- safety coordinators
- clerical personnel
- groundskeepers

Have the class discuss and prepare questions in advance of the interviews or panel presentation.

SAMPLE KEY QUESTIONS

- How did you determine your career option?
- What jobs have you held within your career field?
- What educational or other preparation requirements were necessary for entry into your career field?
- What additional education, training, and experience have helped you advance in your career?

NOTES

TA 12a & 12b
A Look Into
Careers

TAAS
WRITING

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NOTES

TA 13 Outline for a Persuasive Letter

TAAS WRITING

3) WRITTEN EXERCISE

Have students assume the role of a Human Resources Specialist and write a recruitment letter to a graduating senior persuading him or her to choose a certain career. For example, a large medical facility might try to recruit students into the field of dietetics or nutrition education. Using this topic as a prompt for a TAAS writing assignment, have students use Teaching Aid 13, ***Outline for a Persuasive Letter***, as a guide in writing their letters.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: SIGN ON to the Career Connection; PROGRAM Career Steps
- Power of One: Working on Working
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEBSITES

Texas Workforce Commission
www.twc.state.tx.us/
Online Career Center
www.occ.com/occ/
JobWeb
www.jobweb.org
E-Span
www.espan.com
Monster Board
www.monster.com
Occupational Outlook Handbook
stats.bls.gov//ocohome.htm

PUBLICATIONS

Career Information Center (13 Volumes), 1995.
Encyclopedia of Careers and Vocational Guidance, 1997.
Farr, J.M., 1995. *America's 50 Fastest Growing Jobs.*
U.S. Department of Labor, 1998. *O*Net Dictionary of Occupational Titles.*

3C- *The student is expected to describe the correlation between family support and job success.*

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities.**

NOTES

1) BRAINSTORMING/SCENARIOS/ FHA/HERO

Lead a class discussion on the correlation between family support and job success by having students brainstorm:

- Ways family members contribute to job success (For example, encouragement and assistance in developing a good work ethic, assistance in management of time, assistance in problem solving)
- Ways family members negatively impact job success (For example, imposing or taking advantage of time and money, being uncooperative and inflexible in regard to scheduling and work demands)

Copy and paste the scenarios from Teaching Aid 14, ***Family Support Scenarios,*** on index cards so that there is a card for each student. (For example, for a class of 20 students, you would prepare five sets of each scenario; five students in the class would have the same one.). Following the discussion on how family support contributes to job success, have students complete the following steps:

TA 14 Family Support Scenarios

- Complete the assigned scenario by adding details about the work and family life of the individuals in the scenario.
- Exchange cards with another student.
- For the expanded scenario, list specific ways the family members could support one another. Remind the class that for individuals enrolled in any school or educational program, their schooling also becomes their "work" in addition to any paid employment they may have. Volunteer work in the community also is "work." Therefore, it is important for family members to recognize the need for support among family members to encourage and promote successful experiences in both work, community, and school efforts.
- After students have completed their lists of ways family members support one another and contribute to school and job success, have students form teams by joining with others who responded to the same scenario.
- Have teams for each scenario discuss and then share their responses with the class.

This activity could be expanded or adapted as an FHA/HERO project for one of the following programs: Families First: Families Today, You-Me-Us, Meet the Challenge, or Balancing Family and Career; FHA/HERO Career Connection: INTEGRATE Work and Life; or Power of One: Family

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NOTES

Ties. For example, students might refine their lists of ways family members support one another into a form for sharing with targeted groups, or develop a self-improvement plan for strengthening their own family relationships through suggestions discussed.

2) SKIT/PROBLEM SOLVING

Have the class select one of the scenarios from Strategy 1 where there is a lot of stress due to work and family demands, scheduling problems and conflicts, transportation issues, mealtime issues, etc. Ask student volunteers to perform a skit of this family having a family meeting in an attempt to resolve these problems and develop a support system for one another.

KEY QUESTIONS

- What are three specific ways children can contribute to their parent's job success?
- What are three specific ways parents can contribute to their children's school and job success?
- What effect does lack of understanding and consideration from family members have on success at school and work?

Have the class determine solutions to the various problems created in families when family members fail to support one another in managing work and family roles and responsibilities.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

Family
and
Career Management

Knowledge and Skills.

(4) Preparation for family and career roles.

The student completes a supervised career-connections experience applying knowledge and skills developed in the study of family and career management.

The student is expected to:

(A) determine home and business applications of knowledge and skills developed in the study of family and career management; and

(B) utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of family and career management.

4A- The student is expected to determine home and business applications of knowledge and skills developed in the study of family and career management.

TO THE TEACHER

TEKS 4A and 4B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, **Supervised Career-connections Experiences**, in this instructional guide for examples of career-connections experiences for students enrolled in the Family and Career Management course.

NOTES

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NOTES

RESOURCES

4B- *The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of family and career management.*

TO THE TEACHER

TEKS 4A and 4B are essential knowledge and skills for the supervised career-connections experience. Please refer to the section, **Supervised Career-connections Experiences**, in this instructional guide for examples of career-connections experiences for students enrolled in the Family and Career Management course.

NOTES

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NOTES

RESOURCES

Family and Career Management

Knowledge and Skills.

(5) Personal and career effectiveness.

The student compares relationship skills to personal and career success.

The student is expected to:

(A) identify methods for developing and maintaining successful professional relationships; and

(B) analyze the influence of positive interpersonal relationship skills on job success.

5A- The student is expected to identify methods for developing and maintaining successful professional relationships.

1) CLASS DISCUSSION/ROLE PLAY

Use transparencies of Teaching Aid 15, ***What Are Professional Relationships?*** and Teaching Aid 16, ***Successful Professional Relationships,*** to lead a class discussion on developing and maintaining successful professional relationships in the workplace.

Distribute copies of Teaching Aid 17, ***10 Tips for Building a Successful Relationship with Your Boss***, to guide class discussion on strategies for developing and maintaining relationships with employers and supervisors. Encourage students to file this information for future reference.

Divide the class into three groups, and have them role play the following interactions between a supervisor and workers within a department. The students will need to create a scenario for the role play.

Role play #1:	an authoritarian supervisor and three employees in a small department with crowded work space
Role play #2:	a very permissive supervisor and ten employees
Role play #3:	a democratic or laissez-faire supervisor and ten employees

Note: *Skills for Life* Module 4A, "Leadership," describes the three leadership styles. Discussion of each type will help students develop more accurate role play.

In class discussion following the role play, ask students to determine which style of supervision they think works best in developing and maintaining successful relationships in the workplace.

KEY QUESTIONS

- What is required for a successful professional relationship?
- What is the difference between a vertical relationship and a horizontal relationship at work?
- How do styles of supervision affect professional relationships?
- How would tips for successful relationships with co-workers be applicable in family settings? community settings?

2) GUEST SPEAKER

Invite the director of a community agency that is staffed primarily by volunteers to speak to the class on the importance of developing and maintaining successful professional relationships in a variety of situations. Ask the speaker to compare and contrast the difference between styles of supervision and management when working with a staff of volunteers versus working with a staff of paid employees.

NOTES

TA 15 ***What Are Professional Relationships?***

TA 16 ***Successful Professional Relationships***

TA 17 ***10 Tips for Building a Successful Relationship with Your Boss***

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NOTES

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: ACCESS SKILLS for Career Success; INTEGRATE Work and Life
- Power of One: A Better You; Working on Working
- STAR Event: Interpersonal Communications
- Leaders at Work

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 4A, "Leadership."

5B- *The student is expected to analyze the influence of positive interpersonal relationship skills on job success.*

1) BRAINSTORMING/WRITTEN EXERCISE

Have students brainstorm and list positive interpersonal relationship skills. Lead students to discuss the importance of these skills to job success.

Inform students that they are going to participate in reflective writing. Reflective writing is a valuable way to reflect on a past experience or imagine an experience for the first time. The topic for the reflective writing experience is "My First Day on a New Job." Tell students that they are to imagine their first day on a new job after completing the required education and training needed for the new position; they are twenty-two years old. They are to write in present tense. (Have students use computer word processing programs for their writing if available.)

Have students begin their writing with a description of what they are doing and thinking, such as "I am walking up the sidewalk into the office building, feeling nervous and thinking about how I can make a good first impression." Instruct students to write as much as they want about the experience and events that occur, focusing on their plan of action for behaviors that will contribute to positive interpersonal relationships. Allow enough time so that students do not feel rushed with their writing. Creative writing takes "think time."

When students have finished, have them read over their writing and make any additions or corrections that they feel are needed. Remind them that their writing should be in present tense.

Invite student volunteers to share their writing with the class.

NOTES

TAAS WRITING

KEY QUESTIONS

- What interpersonal skills did you exhibit on your first day at the new job?
- What reactions did this trigger from your new co-workers?
- What positive interpersonal skills did you observe in others?
- How would you assess your first day on the job?
- What will the second day at the new job be like?

2) VIDEOTAPE

Have students view a videotape related to the importance of positive interpersonal skills in promoting job success such as *Profile of the Perfect Employee* available from the Home Economics Curriculum Center. Have students analyze how positive interpersonal skills affect successful relationships with others and, ultimately, job sucess.

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NOTES

3) GROUP ACTIVITY/ INDIVIDUAL ACTIVITY

TA 18a & 18b Positive and Productive Traits

Display Teaching Aid 18a, ***Positive and Productive Traits***, on the overhead projector. Have students suggest definitions of each term. Next display Teaching Aid 18b that shows definitions of these terms. Have students compare and clarify the definitions. Lead students to discuss how these traits contribute to successful interpersonal relationships and personal effectiveness within the family and on the job.

TA 19 What's With the Positive Traits?

Distribute a copy of Teaching Aid 19, ***What's With the Positive Traits?*** to each student. In the column on the left, students should list five of the positive and productive traits from Teaching Aid 18a that they feel have the most impact on job and family effectiveness. In the next two columns, students are to explain how each trait affects job and family effectiveness. Have students share their responses with the class. For those traits on Teaching Aid 18a that are not listed by students, lead a class discussion to identify ways those traits affect job and family effectiveness.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: ACCESS SKILLS for Career Success
- Power of One: Working on Working; Take the Lead
- STAR Event: Interpersonal Communications
- Leaders at Work

RESOURCES

VIDEOTAPE

Profile of the Perfect Employee, available from the Home Economics Curriculum Center.

Family and Career Management

Knowledge and Skills.

(6) Personal and career effectiveness.

The student exhibits personal characteristics that lead to career and personal success.

The student is expected to:

(A) relate positive attitude to job and family effectiveness;

(B) exhibit communication and interpersonal skills, including conflict resolution and negotiation, for developing personal and professional relationships;

(C) practice time and stress management techniques;

(D) demonstrate decision-making, goal-setting, and problem-solving skills;

(E) determine skills related to diversity that impact career and personal effectiveness;

(F) analyze appropriate dress and grooming for the workplace;

(G) demonstrate business and personal etiquette;

(H) demonstrate skills and characteristics of leaders and effective team members;

(I) explain how to work within organizational structures to meet employer goals;

(J) demonstrate effective techniques to secure, maintain, and terminate employment; and

(K) demonstrate verbal, nonverbal, written, and electronic communication skills.

6A- The student is expected to relate positive attitude to job and family effectiveness.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) SCENARIOS/CLASS DISCUSSION

Write the following statement on the board or overhead projector, "What a difference your attitude can make!" Ask students how they would define "attitude." Have a student look up the definition of *attitude* in the dictionary, and compare it to students' definitions. Help students understand that attitude is not really a specific trait, but is rather a mental position or perspective, the way you look at things, your outlook on life. Although attitude is sometimes defined as the way you think and feel, it definitely influences the way you act.

Have students work in pairs to complete Teaching Aid 20, ***Attitude Makes a Difference!*** If students need help getting started, provide examples such as the following:

TA 20 Attitude Makes a Difference!

- Tri's co-worker will be off work for four weeks following minor surgery, and he has been asked to assume extra responsibilities during that period.
- Jesse's mom received a nice promotion at work, which will require moving to another city.
- Wanda has been notified that her company is moving the accounting division to another state; since she works in that division, her job will be terminated in two weeks.

Have students share their scenarios and negative and positive responses. Lead students to discuss the difference attitude can make in how individuals interpret and react to life occurrences, as well as how exhibited attitude impacts how others perceive the individual.

KEY QUESTIONS

- How does your attitude (positive or negative) toward a life occurrence impact the way you interpret and react to that occurrence?
- How does the attitude you exhibit (positive or negative) impact how others perceive you? respond to you?
- What are advantages of working with a co-worker who typically exhibits a positive attitude?
- How does positive attitude contribute to job and family effectiveness?

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NOTES

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Have students list on scratch paper three instances where they were not enthusiastic about doing something, but they had to do it anyway (e.g., homework, chores, work, baby-sitting). Ask them to jot down answers to the questions which follow. Ask student volunteers to share some of their responses.

- If you rushed through the task or procrastinated, what were the results?
- What was your attitude while you were completing the task?
- How were others affected by your attitude?
- If you attitude was "less than positive," how might a more positive attitude have affected your performance?

TA 21 ***People Productivity***

Display Teaching Aid 21, ***People Productivity***, on the overhead projector. Explain the concept of the "productivity gap" to students as the difference between the current level of productivity and the potential level of productivity. In other words, it is the difference between what individuals are capable of accomplishing and what they actually accomplish.

KEY QUESTIONS

- What is productivity?
- How does a positive attitude affect productivity? a negative attitude?
- How is productivity related to career and family effectiveness?
- How is productivity related to career success?
- What can you do to promote a positive attitude toward things you need to accomplish?

FHA/HERO ACTIVITIES

- Families First: You-Me-Us
- FHA/HERO Career Connection: ACCESS SKILLS for Career Success
- Power of One: Family Ties
- STAR Event: Skills for Life

RESOURCES

6B- *The student is expected to exhibit communication and interpersonal skills, including conflict resolution and negotiation, for developing personal and professional relationships.*

1) GROUP ACTIVITY/ROLE PLAY/WRITTEN EXERCISE

Listening skills. Tell the students that you want to read a letter to them that appeared in Ann Landers' column. Read the letter (Teaching Aid 22, ***Listening Exercise***), and then have students write their responses to the questions that follow. Because this is an activity on listening, it is important not to repeat the questions or answer any student questions. After reading all seven questions, go over the correct answers and ask, "Did anyone make 100?" Hold up a $5 bill and say, "You could have had this $5 if you had made a 100!" The students' response is usually, "You did not tell us about the $5, or we would have listened better!" Lead a class discussion on the importance of listening.

Speaking skills. Have students role play telephone skills used in the workplace. Have each student prepare a two-minute speech for the purpose of 1) selling a product or service, or 2) persuading a prospective employer to hire him or her. Lead students in creating a summary of speaking skills advantageous in adult roles.

Writing skills. Lead a class discussion on the importance of writing skills in all types of personal and business communications. In the workplace, employees are expected to exhibit skill in writing business letters, memos, and reports. Have students write a business letter to a manufacturer requesting information on a new product or service. If available, have students use computer word processing software to write their letters. Relate the use of business letters and reports to family, community, and career roles.

2) CLASS DISCUSSION/WRITTEN EXERCISE

Display Teaching Aid 23, ***Methods Used to Resolve Conflicts***, and lead a class discussion on the many ways individuals resolve conflict. Emphasize the following points in the discussion:

- Change in some form has to be accepted by both parties for successful resolution to occur.
- In order for there to be a positive outcome to the conflict, both parties must be willing to work together toward resolution.
- Destructive methods for attempting to resolve conflict most often result in destroyed relationships and feelings of anger, guilt, and regret.
- Using effective communication skills often prevents situations involving conflict from developing.
- A sign of a successfully resolved conflict is that both parties come away from the experience with a strengthened relationship.

Distribute copies of Teaching Aid 24, ***Constructive Conflict Resolution***, and review the definitions with the students.

NOTES

TA 22 Listening Exercise

TAAS WRITING

TA 23 Methods Used to Resolve Conflicts

TA 24 Constructive Conflict Resolution

NOTES

KEY QUESTIONS
- Which of the constructive methods would appear to be most satisfying to both parties? Why?
- What examples can you give of each method of constructive conflict resolution?
- How are these methods effective in relationships between spouses and other family members?
- How are these methods used in government and business relations?

TAAS WRITING

Have each student take out two sheets of notebook paper. On sheet #1, students are to write an anonymous letter to "Dear Abby" describing a conflict situation that might occur in the workplace, in relationships with peers in the community, between friends, or among family members. Collect the letters and redistribute them so that each student receives someone else's letter. On sheet #2, instruct students to write a response from "Abby" and identify which method of constructive conflict resolution might work best in this situation. Have students read their letters and responses to the class.

3) VIDEOTAPE/GROUP ACTIVITY

TA 25 Skills for Successful Negotiating

Display Teaching Aid 25, ***Skills for Successful Negotiating***. Discuss with students the importance of negotiating skills in many situations adults encounter. Have students view a video or video clip that centers on the negotiating skills of the characters, such as:
- *Kissinger and Nixon*
- *Patterns* (available as part of the series, *The Golden Age of Television,* on video)
- *Naked Spur* (an old-fashioned western)
- *Lilies of the Field*
- *Columbo: Murder by the Book* (also on video)

Following the video, have students work in groups to determine specific examples from the story where the characters used successful negotiating skills. Refer students to Teaching Aid 25.

KEY QUESTIONS
- What negotiations took place in the story?
- What were the outcomes of the negotiations?
- Were the characters skilled in negotiating? How?

6C- *The student is expected to practice time and stress management techniques.*

NOTES

1) BRAINSTORMING/ORAL PRESENTATION

Have students brainstorm and list reasons why the skill of time management is an important skill for everyone. Some reasons for learning time management techniques include:

- Time is our most valuable resource.
- Effective time managers set goals, determine priorities, and then work to accomplish those goals.
- Effective time managers are rewarded with feelings of accomplishment and reduced stress.
- Poor time management results in increased stress.
- Effective time managers have more time for recreation and leisure activities because their time is used efficiently to fulfill work and home responsibilities.

Display Teaching Aid 26, ***Time Thieves***, and discuss with students how much time is lost that could be devoted to accomplishment of goals if time management techniques are implemented. Divide the students into small groups to research a variety of time management techniques and strategies. After students have identified different strategies, assign each group a time management technique or strategy to "teach" to the class. Students should use the Internet, library, and classroom resources to gather information for their "teaching." Encourage students to prepare visual aids using computer software, if available.

TA 26 Time Thieves

2) INDIVIDUAL ACTIVITY/GROUP ACTIVITY

Distribute a copy of Teaching Aid 27, ***Stress Management***, to students and have them complete the exercise. Remind students that for individuals enrolled in any type of educational program, "school" is part of their work; it requires time and energy as does paid employment.

TA 27 Stress Management

Display Teaching Aid 28, ***Stress Management Techniques***. On small slips of paper or index cards, write each of the stress management techniques. Divide the class into small groups and distribute one slip of paper to each group. Instruct the groups to describe for the class ways high school students can implement these strategies in their lives. Next have students describe how adults managing family, community, and career roles can implement these strategies.

TA 28 Stress Management Techniques

3) INDIVIDUAL ACTIVITY/ FHA/HERO

Guide students to complete a Power of One: A Better You individual self-improvement project. Have students select areas for improving stress management from those identified in Teaching Aid 27. Suggestions from Teaching Aid 28 may be incorporated in the plan.

NOTES

FHA/HERO ACTIVITIES

- Families First: Balancing Family and Career
- FHA/HERO Career Connection: INTEGRATE Work and Life
- STAR Event: Illustrated Talk on stress management

RESOURCES

BOOK

Home Economics Curriculum Center, 1997. *Skills for Life* Module 2A, "Stress Management."

WEB SITE

Children, Youth, and Family Consortium Electronic Clearinghouse, University of Minnesota
134.84.92.130/staff/index.html

6D- The student is expected to demonstrate decision-making, goal-setting, and problem-solving skills.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION/CASE STUDY

Display Teaching Aid 29, ***Steps in Decision Making***, on the overhead projector. Review with students the decision-making steps and practice working through the process together using examples of decisions students may be faced with during the young adulthood stage. Discuss with students that individuals cannot choose the best alternative until they have identified the advantages and disadvantages of each alternative. Often, additional information is needed before a decision can be made (e.g., choosing which college to attend).

TA 29 Steps in Decision Making

Divide the class into triads. Instruct each group to write a case study about an individual or family using the decision-making process to help them make a major decision. Case studies will need to include enough about the family situation and the family's goals to provide a basis for considering alternatives. Case studies should also include a list of possible alternatives and advantages and disadvantages of each. Have each group share their case study with the class.

TAAS WRITING

2) GROUP ACTIVITY/WRITTEN EXERCISE

Using Teaching Aid 30, ***Types of Goals***, and Teaching Aid 31, ***Important Things to Remember about Goals***, review with students information about goals and the importance of goal setting. Divide the class into three groups. Provide butcher paper and markers for each group. Have each group choose one of the types of goals and write as many examples of their type of goal as the group can think of to share with the class. Have the groups post their lists in the classroom, and allow other class members to circulate around the room and write additional examples of goals to the lists.

TA 30 Types of Goals

TA 31 Important Things to Remember About Goals

KEY QUESTIONS
- What are goals?
- Why do individuals set goals for themselves?
- What types of goals do individuals set for others?
- What are examples of goals for high school students?
- How do goals change over the life cycle?

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Have students complete Teaching Aid 32, ***Goal Setting***. Allow student volunteers to share their future goals with the class.

TA 32 Goal Setting

NOTES

TA 33 *Problem Solving*

3) VIDEOTAPE/INDIVIDUAL ACTIVITY/PROBLEM SOLVING

Using Teaching Aid 33, ***Problem Solving***, review with students steps shown for problem solving. Show the video clip from the movie, *Apollo 13*, where the astronauts encounter the problem of the explosion in the rocket's oxygen tank. Continue to show clips of the movie as you discuss with the class the importance of problem-solving skills in work and family life. Instruct students to write down instances of the problem-solving process as they view the video clips.

TA 34 *Solving Problems Through Effective Reasoning*

Provide each student with a copy of Teaching Aid 34, ***Solving Problems Through Effective Reasoning***, as a reference and for content information. Discuss with students how this process is applicable in all types of problems encountered in everyday life.

KEY QUESTIONS

- How often do individuals face problems?
- What skills do you need in order to be able to solve problems?
- How would developing your skills in problem solving influence your life?
- How would your problem-solving skills affect the lives of others?
- Why is each part of the reasoning process important?

TA 35 *My Problem-solving Profile*
TA 36 *Using the Reasoning Process*

Have students complete Teaching Aid 35, ***My Problem-solving Profile***. Ask student volunteers to share their goals for becoming an effective problem solver. Have students use Teaching Aid 36, ***Using the Reasoning Process***, to work through a problem of their own following the steps in the reasoning process.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: SIGN ON to the Career Connection; ACCESS SKILLS for Career Success
- Power of One: Working on Working
- STAR Event: Skills for Life

RESOURCES

6E- The student is expected to determine skills related to diversity that impact career and personal effectiveness.

The teaching and learning for TEKS 6E is embodied with that of TEKS 6H which deals with characteristics of leaders and effective team members. Please refer to the strategies for TEKS 6H for additional strategies and opportunities to blend the instruction for these two essential knowledge and skills. This helps students transfer this information into real life applications.

1) CLASS DISCUSSION/GROUP ACTIVITY

Display Teaching Aid 37, ***We Are a Diverse Population***, on the overhead projector. Point out to students that our society and workforce in the United States are becoming increasingly diverse. Lead students to discuss examples of differences shown on the teaching aid, and to suggest why such differences might impact how people relate to one another and work together (e.g., varying communication styles; differing perspectives, needs, or expectations). Discuss with students the importance of respecting persons as individuals in order to promote understanding and learning. Individuals do not learn much from those who are just like them; the depth of understanding grows in learning from those who are different.

Give a copy of Teaching Aid 38, ***Exploring Same and Different***, to students. Lead students through the three-step exercise.

2) GROUP ACTIVITY/ FHA/HERO

Based upon discussion from Strategy 1 (and responses to question 4 on Teaching Aid 38b), have students work in small groups to list on a sheet of paper skills related to diversity that would help them work more effectively with persons very different from themselves in school, work, or community settings. On the back of the paper, ask groups to suggest ways to develop and practice the identified skills. Students might take the excercise a step further by completing an FHA/HERO Power of One: A Better You, Leadership, or Working on Working self-improvement project for developing specific skills.

NOTES

TA 37 We Are a Diverse Population

TA 38 Exploring Same and Different

NOTES

RESOURCES

PUBLICATION

Minor, Lee and Judy, 1999. "Celebrating Differences." *Essentials for Home Economics Education: The Cornerstone*.

6F- The student is expected to analyze appropriate dress and grooming for the workplace.

NOTES

1) CLASS DISCUSSION/WRITTEN EXERCISE

Display Teaching Aid 39, ***Grooming and Personal Appearance***, on the overhead projector. Discuss each of the bulleted statements with the class and have them respond to the following questions.

TA 39 Grooming and Personal Appearance

KEY QUESTIONS

- How are dress, grooming, and personal appearance related to the workplace?
- How do dress, grooming, and personal appearance affect an individual's self-esteem, confidence, and mood?
- How are these factors related to job and career success?

Arrange for someone who is intentionally disarrayed, poorly groomed, and inappropriately dressed to come into the classroom on the pretense of asking for directions. After the person leaves, note students' reactions or comments, and then reveal that the person was acting a part at your request. Use the experience to lead into a discussion of first impressions.

Discuss the importance of the first impression in workplace and business situations. Distribute copies of Teaching Aid 40, ***First Impression***, and have students write a brief paper about the first impression they would like to make on employers and business associates. Students should describe what they would need to do to accomplish this first impression (e.g., make wardrobe and hairstyle changes, improve posture).

TA 40 First Impression

TAAS WRITING

2) GUEST SPEAKER OR PANEL PRESENTATION

Invite a guest speaker or group of employers from your community to discuss appropriate attire for employees at their particular place of employment. Include employers who allow informal or casual dress as well as those who have a more formal dress requirement. It is also important that a variety of workplaces are represented, such as a bank, supermarket or convenience store, child care center, school, hotel, apparel shop, etc.

KEY QUESTIONS

- What factors affect the dress code at your place of employment?
- How does the way an applicant is dressed impact your hiring decisions?
- What recommendations would you give to students regarding appropriate dress for the workplace?

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NOTES

3) VISUAL DISPLAY

Ask students to clip newspaper want ads, or print position postings from Internet sites, representing a variety of job opportunities. Using catalogs and magazines, have students find pictures of dress and grooming appropriate for job interviews for specific positions advertised. Have students work in groups to create a poster or other visual display matching various want ads with pictures of appropriate dress. Display the posters and lead students to share and discuss the examples. Encourage students to look for a variety of positions requiring a wide range of appropriate attire.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: PLUG IN to Careers
- Power of One: A Better You
- STAR Event: Job Interview

RESOURCES

6G- The student is expected to demonstrate business and personal etiquette.

NOTES

1) CLASS DISCUSSION

Have students write on a sheet of paper their definition of "etiquette." Lead a class discussion to define etiquette. *Etiquette* is defined as "the rules that govern social conduct or behavior that is considered proper." Practicing good manners is an important aspect of etiquette. Practicing good manners demonstrates that a person is thoughtful and considerate of others. Having good manners gives one security in dealing with people.

KEY QUESTIONS

- What are some common practices of etiquette and good manners you have observed in restaurants, at social events, school-sponsored events, or your workplace?
- What are some of the reactions of others when etiquette and good manners are not used?
- Why is the practice of etiquette and good manners important in social and business settings?

2) OBSERVATION/WRITTEN EXERCISE

TAAS WRITING

Have students keep a journal for several days describing situations they encounter or observe where individuals demonstrate etiquette and good manners. Students could describe examples of good manners, congeniality, proper introductions, etc. Have students write a reaction paper about their observations.

3) VIDEOTAPE/ROLE PLAY

Show a videotape on etiquette and manners in the workplace such as *Business Etiquette* available from the Home Economics Curriculum Center. Have students role play a variety of workplace situations where appropriate business etiquette is not only expected, but also makes one feel more comfortable. For example, appropriate etiquette is important in introductions, handshakes, seating arrangements, and other behaviors in both business and personal life. Have the class evaluate each role play. Be sure that students include examples of both appropriate and inappropriate behavior as it relates to etiquette and manners. Include in the discussion the consequences these practices have for individuals (e.g., the job interview lunch where the applicant is not hired because of inappropriate business etiquette, the employee who is given a promotion due to skillful use of etiquette and manners when working with customers).

NOTES

4) EDUCATIONAL TOUR OR GROUP ACTIVITY

Arrange for students to go as an educational tour on a mock business lunch, or have students prepare and participate in a mock business lunch at school. Prepare a formal table setting to seat six people. In groups of six, have students practice proper seating, conversation, use of napkin and silverware, passing of condiments, and other table etiquette. These skills are important for adult social and business occasions. In business, many informal interviews are conducted during a meal, and it is important for the applicant to feel comfortable in these situations.

FHA/HERO ACTIVITIES

- Families First: You-Me-Us
- FHA/HERO Career Connection: ACCESS SKILLS for Career Success
- Power of One: A Better You
- STAR Event: Illustrated Talk on business and personal etiquette

RESOURCES

VIDEOTAPE

Business Etiquette, available from the Home Economics Curriculum Center.

6H - The student is expected to demonstrate skills and characteristics of leaders and effective team members.

1) CLASS DISCUSSION/TEAMWORK

Display Teaching Aid 41, ***Why Work in Teams?*** on the overhead projector or distribute as a student handout. Lead a class discussion about the use of team assignments in today's workplace and in community roles.

NOTES

TA 41 ***Why Work in Teams?***

KEY QUESTIONS

- What are the benefits of working as a team?
- When is a team effort more effective than an individual effort?
- What are some ways teamwork could be used to improve job performance?

Divide the class into pairs and give the following instructions:

> *You will have five minutes to generate a list of characteristics of a good team member. What is it that makes a person work well on a team? What characteristics describe the people that you want on your team when you are assigned a project? Write those characteristics on your list. At the "times up" signal, everyone should stop writing. I'll show you my list on the overhead. Your team gets five points for every word or reasonable synonym that your list and mine have in common. Your team will get five extra points for every characteristic of an effective team member that was not on my list.*

Display Teaching Aid 42, ***Characteristics of Effective Team Members***, on the overhead to use in scoring students' responses.

TA 42 ***Characteristics of Effective Team Members***

2) TEAMWORK/PROJECT

Using Teaching Aid 43, ***Different Roles of a Leader,*** lead students to brainstorm the many roles that an individual may have as an effective leader. Divide the class into teams. Each team should select a leader, who will be responsible for organizing the team and guiding members to develop and implement the team's plan of work . Based on the roles that were identified for leaders, have each team design a billboard advertising for an effective leader. Teaching Aid 44, ***Qualities of a Good Leader***, can provide additional ideas for the advertisement. Students should be creative in designing the artwork, slogan, and contact information for their advertisement. Display the students' work in a school showcase on "Leadership."

TA 43 ***Different Roles of a Leader***

TA 44 ***Qualities of a Good Leader***

Following the completion of their team assignment, have students complete Teaching Aid 45, ***My Performance as a Team Member***, and Teaching Aid 46, ***Group Teamwork Evaluation***. Lead students to analyze their performance as team members and to look for ways to improve their teamwork skills in the future.

TA 45 ***My Performance as a Team Member***

TA 46 ***Group Teamwork Evaluation***

NOTES

3) **INTERVIEW**

Have students interview professionals in the community to determine how teamwork and leadership skills are used on a daily basis in their industry. Prior to the interview, guide students in preparing questions for the interviews. Have students report their findings to the class. Discuss the different uses of these skills in a variety of jobs and careers.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: PROGRAM Career Steps; ACCESS SKILLS for Career Success; INTEGRATE Work and Life
- Power of One: Take the Lead
- STAR Events: Chapter Service Project, Chapter Showcase, Skills for Life
- Leaders at Work

RESOURCES

6I - The student is expected to explain how to work within organizational structures to meet employer goals.

NOTES

1) CLASS DISCUSSION/GROUP ACTIVITY

Write the name of one industry or business on the board or overhead projector (e.g., department store, supermarket, bank, hotel, college or university, restaurant, hospital). Work with the class to define the term organizational structure. Discuss with students how the organizational structure varies within different businesses and industries.

With Teaching Aid 47, ***Typical Flow Chart of Authority and Responsibility***, as an example, guide students to design a possible flow chart for the industry or business written on the board. Lead a class discussion about the importance of understanding an employer's organizational structure. Encourage students who have workplace experience to share examples related to the key questions.

TA 47 ***Typical Flow Chart of Authority and Responsibility***

KEY QUESTIONS

- Why is it important to understand the chain of command at the business for which you work?
- What problems may result when the chain of command is not clearly understood by all employees?
- Why is it important to understand your employer's goals?
- What problems may result when employer's goals are not clearly understood by all employees?
- How can individuals at various levels within an organizational structure work to meet company goals?

Divide the class into three groups. Have each group use computer software, poster board, or butcher paper to develop an organizational flow chart for one of the following:

- the school district
- a local business
- a family

Have students explain their flow charts to the class.

2) GUEST SPEAKER

Invite a business owner or manager from the community to share copies of the organization's structure with the class and discuss the importance and uses of the organizational structure.

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KEY QUESTIONS

- How is organizational structure determined?
- How do industry executives use the organizational structure in setting goals and planning for the future?

NOTES

KEY QUESTIONS, CONTINUED

- What are some examples of employer goals?
- How are the duties and responsibilities different at the different levels in the organizational structure?
- In what ways can employees work within the organizational structure toward accomplishment of employer goals?

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: PLUG IN to Careers
- STAR Event: Entrepreneurship
- Leaders at Work

RESOURCES

6J - *The student is expected to demonstrate effective techniques to secure, maintain, and terminate employment.*

1) CLASS DISCUSSION/RESEARCH/PROJECT

Draw a life line on the board and have students identify positions on the life line when they might be actively searching for a job. Discuss factors that affect job and career changes at different stages of the life cycle. Provide students with copies of Teaching Aid 48, ***Where Do You Look for Jobs?***

Have students work in pairs to determine how they would go about getting a job they really want and then make a list of things they could do to search for a job in a selected career. Have students use classroom and library resources and the Internet to gather information on job searches. Have students share their lists with the class and then work together to compile a master list of suggestions. Ask student volunteers to use computer word processing software to compile and edit the class list. Instruct each student to bring a folder to class, label the folder "Employment Resource File," and begin a file of reference materials for securing, maintaining, and terminating employment. Give students a copy of the compiled class list for their file. Have them also file their copies of all teaching aids for TEKS 6J in their folders.

2) RESEARCH/ORAL PRESENTATION

Have students work in groups to locate, prepare, and present information to their classmates on the following topics related to securing employment.

- Developing a Personal Resumé
- Writing a Letter of Inquiry
- Completing a Job Application
- Interviewing for a Job
- Writing a Follow-up letter

Encourage groups to use classroom and library resources, the Internet, or resources from other teachers or career counselors to compile information. Remind them that their products will be valuable additions to their Employment Resource Files.

Use Teaching Aid 49, ***Securing Employment***, to provide suggestions for students in completing their assignments. Cut apart the various sections and give one topic to each group. Ask each group to plan their presentation and secure teacher approval before proceeding, so you can coordinate timing and overall information to be presented. Prepare copies of the following teaching aids as needed by groups:

- Teaching Aid 50, ***Letter of Inquiry***
- Teaching Aid 51, ***Completing an Application Form***
- Teaching Aid 52, ***Job Interview Pointers***
- Teaching Aid 53, ***The Follow-up Letter***

NOTES

TA 48	***Where Do You Look for Jobs?***
TA 49	***Securing Employment***
TA 50	***Letter of Inquiry***
TA 51	***Completing an Application Form***
TA 52	***Job Interview Pointers***
TA 53	***The Follow-up Letter***

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NOTES

3) SURVEY/INDIVIDUAL ACTIVITY/ FHA/HERO

Have students conduct a phone survey of local employers to ask the question, "What traits or skills do your most productive and valued employees possess?" Lead students to compile and analyze responses and to produce an attractively formatted class listing of those traits and skills most frequently cited.

Provide each student a copy of the completed list and assign the following steps:
- Select from the list three traits or skills you demonstrate well.
- Select from the list three traits or skills you need to improve.
- Make a personal plan for building the traits needing improvement.

As a Power of One: Working on Working project, have students follow through on their self-improvement plans.

TA 54 Terminating Employment

4) CLASS DISCUSSION/WRITTEN EXERCISE

Distribute copies of Teaching Aid 54, ***Terminating Employment,*** for students to read individually. Lead a class discussion on points covered, emphasizing the importance of advance written notice of an employee's intent to terminate employment.

TAAS WRITING

Have each student prepare a letter of resignation, work with a partner to edit, and revise and rewrite their own letters; have student volunteers read their revised letters to the class. Have students file their sample letter of termination in their Employment Resource Files.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: LINK UP to Jobs
- Power of One: Working on Working
- STAR Event: Job Interview
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

BOOK

Future Homemakers of America, 1998. *FHA/HERO Career Connection*.

6K - The student is expected to demonstrate verbal, nonverbal, written, and electronic communication skills.

Teaching and learning for TEKS 6K is embodied with that of TEKS 6B, which deals with communication and interpersonal skills. Please refer to the strategies for TEKS 6B for additional strategies and opportunities to blend the instruction for these two essential knowledge and skills. This helps students transfer this information into real life applications.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Write on the board or overhead the question, "What is communication?" Have students write their own definition of the term *communication*. Lead students to compare responses. Explain that communication is a process involving exchanging messages and understanding between two or more individuals.

Display a transparency of Teaching Aid 55, ***Improving Your Communication Skills***. Have students identify examples of both verbal and nonverbal communication.

TA 55 Improving Your Communication Skills

KEY QUESTIONS

- In what ways do individuals communicate with each other?
- How are nonverbal and verbal communication related?
- What are examples of effective communication? ineffective?
- How do communication skills promote career and personal success?

2) GROUP ACTIVITY

Distribute copies of Teaching Aid 56, ***Communicating Differences***. Have students read the statements silently and rate their positions based on their own interpretations. Divide the class into small groups, and ask students to discuss within their group any statements for which members hold different opinions. Ask them to abide by the following rules:

- Only one person should speak at a time.
- The speaker should not be interrupted.
- A listener earns the right to present his or her position only after stating the speaker's position and after the speaker gives permission.
- No one person is to monopolize the conversation; rather it should be an equal exchange of ideas.

The purposes are to let the listener understand the speaker's position and for the speaker to understand how the listener thinks and feels about the subject. This format of clarifying or repeating an opposing viewpoint before presenting one's own opinion may be new to students and they may need further clarification or examples. Model the exchange of opinion with a student volunteer over a subject like,

TA 56 Communicating Differences

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NOTES

"School buses should be purple instead of yellow." After 10-15 minutes of group discussion, ask representatives from each group to respond to the following:

- How did you feel having someone repeat what you said before presenting his or her position?
- What effect did repeating the other person's comments have on you?
- How many of you changed your opinions on some issues?
- What conclusions can you draw from this activity?

TA 57 Electronic Resumés

3) WRITTEN EXERCISE/CLASS DISCUSSION

Note: This activity may build upon the "Developing a Personal Resumé" poition of Strategy 2, TEKS 6J.

Using word-processing software, have each student develop a resumé targeted toward a job or career of interest. Using Teaching Aid 57, ***Electronic Resumés***, lead a class discussion on the advantages and disadvantages of electronic resumés.

4) CLASS DISCUSSION/DEMONSTRATION

Have students develop a list of types and uses of electronic communication devices in both career and personal life. As students share their lists, lead a class discussion on the importance of electronic communication skills in today's workplace. If access to electronic communication devices is available, have students demonstrate how to use at least one of them.

Note to the teacher:
Stringent supervision and standard safeguards regarding student use of electronic communication are imperative to maintain the appropriateness of activities involving electronic communication.

KEY QUESTIONS

- What electronic communication devices are used most often by individuals operating home-based businesses? Why?
- What electronic communication devices are used most often by large corporations? Why?
- What electronic communication devices are used most often by persons telecommuting as part of their jobs? Why?
- What training opportunities are needed (or are available) for individuals to learn how to effectively use these devices?
- How do individuals and businesses benefit from the use of electronic communication?

FHA/HERO ACTIVITIES

- Leaders at Work
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

Family
and
Career Management

Knowledge and Skills.

(7) Personal and career effectiveness.

The student describes ways businesses contribute to family strengths and parental effectiveness.

The student is expected to:

(A) describe contributions of business to employees' balancing responsibilities of family, community, and wage-earner roles;

(B) identify workplace policies and practices supportive of families; and

(C) describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

7A- The student is expected to describe contributions of business to employees' balancing responsibilities of family, community, and wage-earner roles.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) VISUAL DISPLAY/CLASS DISCUSSION

Have students examine different flyers, facts sheets, and other printed materials available from the Texas Work and Family Clearinghouse; also refer to their Web site. Lead students to discuss contributions of business to employees' balancing responsibilities of family, community, and career roles. Lead a discussion on the mission, history, and benefits and services of the Texas Work and Family Clearinghouse. Use Teaching Aid 58, ***Texas Work and Family Clearinghouse*** for background information.

TA 58 Texas Work and Family Clearinghouse

KEY QUESTIONS
- What state agency supports the Texas Work and Family Clearinghouse?
- What is the mission of the Texas Work and Family Clearinghouse?
- What types of services and benefits does the Texas Work and Family Clearinghouse provide?

2) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Provide students with copies of Teaching Aid 59, ***Fifty Things Employers Can Do to Support Families in the Workplace***. Lead students to discuss the various policies and programs that businesses contribute to assist their employees in balancing responsibilities of family, community, and career roles.

TA 59 Fifty Things Employers Can Do to Support Families in the Workplace

KEY QUESTIONS
- With which of the fifty things on the list were you most familiar?
- Which of the items listed are more beneficial for families with children? without children?
- Which of the items listed would appeal to you as a prospective employee?
- Considering that many of these services are offered at great cost to the employer, how does it benefit employers to offer such support services to employees and their families?

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NOTES

3) GUEST SPEAKER

Invite a guest speaker from the Texas Workforce Commission, Texas Work and Family Clearinghouse, or a work and family consultant to discuss the contributions that businesses offer employees in balancing multiple family, community, and career roles. Ask the speaker to address benefits of such contributions to employees and their families, as well as to the employer. Also, have the speaker give students an idea of how much various services cost the employer, and thus save the employee and family.

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: INTEGRATE Work and Life
- Families First: Balancing Family and Career

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Work and Family Clearinghouse
www.twc.state.tx.us/svcs/workfamch/wfchp/html

Texas Workforce Commission
www.twc.state.tx.us/

7B- The student is expected to identify workplace policies and practices supportive of families.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) SURVEY/GROUP ACTIVITY/RESEARCH

Have student volunteers survey several employers or businesses to determine types of benefits provided to employees. Many businesses are developing and implementing family friendly programs. The term *family friendly* describes businesses which provide family-oriented policies and programs for employees. Compile a list of benefits from the student volunteers' findings and add to the list below. Divide the class into small groups. Assign each group a workplace policy or practice (also known as supports or benefits) from the following list or Teaching Aid 60, ***Family Friendly Policies***:

- Child Care Options
- Dependent Adult Care Options
- Employees Assistance Programs
- Flexible Work Hours/Schedules
- Holidays
- Insurance Options
- Job Sharing
- Paid Vacations
- Parental Leave
- Savings and Retirement Options
- Sick Leave
- Telecommuting

TA 60 Family Friendly Policies

Have groups use the library, Internet, and other resources to gather information on their assigned workplace policy or practice. Have each group prepare a written report and present a summary of findings to the class. Use the group reports as a springboard in discussing how these employer supports/benefits contribute to employees balancing responsibilities of family, community, and career roles.

TAAS READING

TAAS WRITING

KEY QUESTIONS

- Which workplace policies and practices are supportive of families?
- Which supports/benefits are low cost to employers? moderate cost? high cost?
- Which supports/benefits would be more appropriate for families with young children? older children? no children?
- Which supports/benefits would be beneficial to employees of any age?

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NOTES

2) PANEL DISCUSSION

Invite a panel of employers and human resource managers to discuss their company's employee supports or benefits.

KEY QUESTIONS

- Which workplace policies and practices are supportive of families?
- Which supports/benefits are low cost to employees? moderate cost? high cost?
- Which supports/benefits are low cost to employers? moderate cost? high cost?
- Which supports/benefits would be more appropriate for families with young children? older children? no children?
- Which supports/benefits would be beneficial to employees of any age?

RESOURCES

BOOKS

U.S. Department of Education, 1998. *Employers, Families and Education*.

Home Economics Curriculum Center, 1997. *Skills for Life* Module 8C, "Initiatives for Families and Work."

AGENCIES AND ORGANIZATIONS

Families and Work Institute
www.familiesandwork.org

7C- The student is expected to describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) PANEL DISCUSSION

Invite a panel of individuals who represent individuals across the life span to describe management practices they practice in assuming multiple family, community, and career roles. The panel might include a full-time homemaker, single parent, individual caring for an older family member, working parent with teens, etc. Help students prepare questions prior to the presentation based on topics of interest to them, such as managing child care, food preparation, consumer roles, clothing, etc. Following the panel discussion, have students describe management practices that were named.

KEY QUESTIONS

- What management strategies did the panel members practice in assuming multiple family, community, and career roles?
- What strategies involved redistribution of responsibilities among family members?
- What strategies involved the purchase of services?
- What strategies involved changed habits and expectations?

2) GROUP ACTIVITY/ORAL PRESENTATION

TAAS READING

Divide the class into small groups. Assign each group an article from a newspaper or magazine on managing multiple family, community, and career roles. Magazines that feature such articles include *Good Housekeeping, Family Circle, Woman's Day, Working Mother, Parents,* as well as many others. Students could also search for articles on the Internet. Have each group read the assigned article and prepare an oral presentation on the strategies discussed in the readings that facilitated management of multiple family, community, and career roles. **Suggestion**: Ask students to assist in locating and building a resource file of relevant newspaper and magazine articles or Internet sites on this topic.

3) WRITTEN EXERCISE

TAAS WRITING

Instruct students to complete the following written exercise.

- Identify a career you might like to pursue in the future.
- Describe an employer you would like to work for.

NOTES

- Answer the key questions.

Have students share and discuss their papers with the class.

Variation: Students could contact an employer they would like to work for and find out actual benefits offered, and then compare those with benefits students would want and expect the company to provide.

KEY QUESTIONS

- As a new employee, what benefits would you most want and expect the company or business to provide for you?
- How would the benefits assist you in managing family, community, and career roles?

FHA/HERO ACTIVITIES

- FHA/HERO Career Connection: INTEGRATE Work and Life
- Families First: Balancing Family and Career
- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

Families and Work Institute
www.familiesandwork.org

National Council on Family Relations
www.ncfr.com

National Network for Family Resiliency
www.nnfr.org

Family
and
Career Management

Knowledge and Skills.

(8) Personal and career effectiveness.
The student analyzes health-related issues affecting employees in the workplace.

The student is expected to:

(A) determine occupational implications of substance abuse;

(B) summarize company policies regarding mandatory drug testing;

(C) summarize various employment policies regarding physical limitations and chronic health conditions;

(D) describe workplace programs that promote good nutrition and exercise; and

(E) identify environmental considerations and essential safety practices at work.

8A- *The student is expected to determine occupational implications of substance abuse.*

1) GROUP ACTIVITY/INTERNET

Divide the class into small groups. Assign each group to do an Internet search on Working Partners for an Alcohol- and Drug-Free American Workplace, which is sponsored by the U.S. Department of Labor. Working Partners is a program to help employers understand the impact that substance abuse may be having on their businesses and to provide information so steps can be taken to address the problem. Provide each group with a copy of Teaching Aid 61, ***Working Partners Initiative***, and instruct each group to answer the questions. Lead students to share their findings with the class.

NOTES

TA 61a Working Partners Initiative
TA 61b Answer Key

TAAS WRITING

2) WRITTEN EXERCISE/SYMPOSIUM/ FHA/HERO

Have students read Teaching Aid 62, ***Facts and Figures About Drugs and Alcohol in the Workplace***. Have each student write a two-page essay on the impact of substance abuse on the workplace. Using a symposium format, have students present their essays to the class. Students should be prepared to address questions from the class concerning their essays. This essay could be used as the basis of a STAR Event Illustrated Talk on occupational implications of substance abuse.

TA 62 Facts and Figures About Drugs and Alcohol in the Workplace

TAAS READING TAAS WRITING

KEY QUESTIONS

- What effect does substance abuse have on the workplace in terms of decreased productivity and increased accidents?
- What effect does substance abuse have on the workplace in terms of absenteeism? turnover? medical costs?
- What do the statistics show about increased incidence of substance abuse, particularly among young people?
- How can quality substance abuse programs become helpful for both employers and employees?

3) RESEARCH/ORAL PRESENTATION

Have students work in pairs to research agencies that support substance abuse programs in the workplace. Provide copies of Teaching Aid 63, ***Workplace Substance Abuse***, to students. Divide the agencies listed among students; a few students could also work to locate local agencies providing similar services. Have students use the library, Internet, and other resources to research what services related to substance-abuse prevention their particular agencies provide. Have each group share their findings in an oral presentation, with visual aids where appropriate. Use information obtained by students to begin a resource file for future classes to use.

TA 63 Workplace Substance Abuse

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NOTES

KEY QUESTIONS
- What is the mission of each agency/organization?
- What kinds of information are provided related to substance abuse in the workplace?
- What support materials are available through the agency?
- What other kinds of services are provided?
- Why is prevention of substance abuse in the workplace such an important initiative?

RESOURCES

AGENCIES AND ORGANIZATIONS

U.S. Department of Labor, *www.dol.gov*, offers the following materials:

- *Working Partners: Substance Abuse in the Workplace Kit* is available free. The Kit includes:
  - Printed materials
  - Video
  - Poster
- Substance Abuse Information Database (SAID)

8B- The student is expected to summarize company policies regarding mandatory drug testing.

NOTES

1) CLASS DISCUSSION

Provide students with background information regarding mandatory drug testing, such as the following information from the American Management Association's 1996 survey:

> *According to the American Management Association's Annual Survey on Workplace Drug Testing and Drug Abuse Policies, workplace drug testing has increased by more than 1,200 percent since 1987. More than 81 percent of businesses surveyed in 1996 were conducting some form of applicant or employee drug testing. The perceived effectiveness of drug testing, as evaluated by human resources managers had increased from 50 per cent in 1987 to 90 percent in 1996.*

Based on information students learned about implications of substance abuse in the workplace, lead students to discuss reasons for increased drug testing by employers and implications of mandatory drug testing to employers and employees.

KEY QUESTIONS

- What reasons can you suggest for the significant increase in workplace drug testing since 1987?
- What benefits does workplace drug testing seek to accomplish?

2) INTERVIEW/CLASS DISCUSSION

Have each student conduct a telephone interview with a business or company located in the community or a nearby city to gather information about the drug testing policy for that particular business. (One student could interview a school district representative for information about the local school district's drug testing policy.) Work with students in identifying businesses to contact to avoid duplications. Have students use Teaching Aid 64, ***Telephone Interview on Information About Drug Testing***, for asking questions and recording responses. Go over the interview questionnaire in advance with students to clarify any questions, and review procedures and etiquette for conducting the inverviews. Following the interviews, lead students to share, compile, and discuss their findings.

TA 64 ***Telephone Interview on Information About Drug Testing***

TAAS WRITING

3) DEBATE/TEAMWORK

Statistics show that workplace substance abuse is an issue all employers need to address, and it is an issue that can be successfully prevented. Using the information from previous strategies, have students divide into two teams to debate whether mandatory drug testing is

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NOTES

TA 8 ***Guidelines for a Classroom Debate***

more beneficial to employers or of greater benefit to employees/applicants. Lead students to understand that workplace substance abuse programs can be a "win-win" situation for both employers and employees. Use Teaching Aid 8, ***Guidelines for a Classroom Debate***, as a resource for organizing and conducting the debate.

RESOURCES

PUBLICATION

American Management Association. "1996 AMA Survey on Workplace Drug Testing and Drug Abuse Policies."

AGENCIES AND ORGANIZATIONS

American Management Association
www.amanet.org

8C- The student is expected to summarize various employment policies regarding physical limitations and chronic health conditions.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) GUEST SPEAKER

Invite a guest speaker who is a human resources manager or representative from the Texas Workforce Commission to discuss employment policies regarding physical limitations and chronic health conditions.

KEY QUESTIONS
- What rules and regulations mandate employment policies regarding physical limitations and chronic health conditions?
- What agencies regulate employment policies?
- How can individuals with physical limitations and chronic health conditions secure employment?

2) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have students read Teaching Aid 65, ***The Americans with Disabilities Act (ADA) and the Workplace*** to better understand employment as it relates to the ADA. Instruct students to write a summary of the reading.

*TA 65 **The Americans with Disabilities Act (ADA) and the Workplace***

TAAS READING

TAAS WRITING

KEY QUESTIONS
- Who qualifies as an individual with a disability under the ADA?
- What is meant by physical impairment?
- What is meant by mental impairment?
- What does the term major life activity mean?
- What are the requirements of medical examinations as they relate to employment and the ADA?
- If a person believes he or she has been discriminated against in employment, who should be contacted?

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3) RESEARCH/CLASS DISCUSSION

Have students gather information about the Family Leave and Medical Act (FLMA) of 1993 from the library, Internet, or other resources. The FLMA is a national policy that supports families in their efforts to strike a workable balance between the competing demands of the workplace and the home. Have students write a summary of their findings. Lead students to discuss the significance of the legislation.

TAAS WRITING

NOTES

KEY QUESTIONS

- Who is covered under the FLMA?
- How has the FLMA impacted leave policies?
- What are some of the advantages of the FLMA?
- What are some of the disadvantages of the FLMA?

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Governor's Commission on People with Disabilities
www.governor.state.tx.us/disabilities/disabilities_index.html

Texas Young Lawyers Association
www.tyla.org

97

8D- *The student is expected to describe workplace programs that promote good nutrition and exercise.*

NOTES

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

1) GROUP ACTIVITY/CLASS DISCUSSION

Lead students to develop a list of companies that offer employees nutritional and exercise programs, including descriptions of programs offered (such as gyms, workshops on nutrition, exercise classes, etc.).

- From the strategies in previous TEKS, students may have discovered several companies that have workplace programs to promote good nutrition and exercise.
- Students could contact local companies to discover what programs are offered locally.

Lead a class discussion on types of programs and benefits of such programs to employees and employers.

KEY QUESTIONS

- What are examples of workplace programs that promote good nutrition and exercise?
- What are benefits of such programs to employees? to employers?

2) CASE STUDY/ FHA/HERO

Divide students into small groups. Assign each group a case study from Teaching Aid 66, ***Healthy Workplaces – Case Studies***. Have each group read the assigned case study, discuss it within their group, and answer the Key Questions at the end of the teaching aid. Have each group designate a recorder to write down the answers for their case study. Lead students through a discussion of the key questions, and have them compare the different types of programs that workplaces provide.

TA 66 Healthy Workplaces — Case Studies

In response to the final Key Question, point out that one option would be for the individual to investigate with his/her employer the possibility of planning and implementing a workplace fitness program. As an FHA/HERO Student Body project, students could develop a plan for a workplace nutrition and exercise program.

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NOTES

RESOURCES

8E- The student is expected to identify environmental considerations and essential safety practices at work.

NOTES

1) BRAINSTORMING/INDIVIDUAL ACTIVITY

Lead students to brainstorm safety and environmental considerations in the workplace. Ask students to think about safety practices where they work, in their school, and where their parents work.

Provide students with magazine and newspaper articles about environmental considerations and essential safety practices in the workplace. Students could also bring an article to class. Have students read an assigned article and write a summary of the contents. Have students share their articles with the class.

TAAS WRITING

2) INDIVIDUAL ACTIVITY/RESEARCH

Have students select a job or career of interest. Have students use the library, Internet, and other available resources to gather information on environmental considerations and essential safety practices for a business related to the student's selected job or career. For example, if a student wanted to be the owner of a restaurant, the Occupational Safety and Health Administration and the state department of health might offer information. Federal government agencies such as the Occupational Safety and Health Administration (OSHA), Mine Safety and Health Administration (MSHA), Environmental Protection Agency (EPA), and state departments of health could provide valuable information. Have students use Teaching Aid 67, ***Safety in the Workplace*** to complete the assignment.

TA 67 Safety in the Workplace

TAAS READING

TAAS WRITING

KEY QUESTIONS

- What situations in the selected workplace might affect an employee's health and safety?
- What practices does the business utilize to ensure the safety and health of its employees?
- How does the work of the business/industry affect the health, safety, and environment of the community?

3) GUEST SPEAKER

Invite a guest speaker who represents one of the three federal agencies listed above, the Texas Natural Resource Conservation Commission (TNRCC), Texas Department of Health, or other appropriate individuals to discuss environmental considerations and essential safety practices at work. If possible, have the guest speaker focus on some of the jobs for which students have expressed interest.

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NOTES

RESOURCES

WEB SITES

Bureau of Labor Statistics
www.bls.gov

Environmental Protection Agency (EPA)
www.epa.gov

Mine Safety and Health Administration (MSHA)
www.msha.gov

Occupational Safety and Health Administration (OSHA)
www.osha.gov

Safety Online
www.safetyonline.net/

Texas Department of Health
www.tdh.state.tx.us

U.S. Department of Labor (DOL)
www.dol.gov

Family
and
Career Management

Knowledge and Skills.

(9) Personal and career effectiveness.

The student describes the impact of ethical and legal practices in the workplace.

The student is expected to:

(A) summarize federal regulations governing employment practices;

(B) identify forms of ethical and legal violations in the workplace;

(C) identify strategies to address ethical and legal violations; and

(D) discuss abuse of privileges, conflict of interest, and preferential treatment.

9A- *The student is expected to summarize federal regulations governing employment practices.*

1) GROUP ACTIVITY/RESEARCH/VISUAL DISPLAY

Have students look in references to identify federal regulations that govern employment practices. Divide the class into small groups. Assign each group one of the federal laws on Teaching Aid 68, ***Federal Laws Governing Employment Practices***. Using the library, Internet, and other resources. have each group gather information about that particular federal regulation. Have each group prepare a visual display to share with the class.

NOTES

TA 68 Federal Laws Governing Employment Practices

TAAS READING

2) GUEST SPEAKER/CLASS DISCUSSION

Invite an attorney or an individual who specializes in employment laws to speak about federal employment regulations. The guest speaker could also address state employment regulations. Lead a class discussion of the laws and their impact on the workplace and employees.

KEY QUESTIONS

- What federal regulations governing employment practices are the most common?
- Which federal regulations are the most difficult to enforce?
- Which of the federal regulations are the most costly for businesses, especially small ones?
- What employment regulations does Texas require in addition to the federal laws?
- Who enforces the regulations?

3) INDIVIDUAL ACTIVITY/WRITTEN EXERCISE

Have each student read an article from a newspaper or magazine about one of the federal regulations governing employment practices. Have students write a one-page summary of the assigned article and share the information with the class.

TAAS READING

TAAS WRITING

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NOTES

RESOURCES

AGENCIES AND ORGANIZATIONS

Texas Young Lawyers Association
www.tyla.org

9B- The student is expected to identify forms of ethical and legal violations in the workplace.

NOTES

1) READING ASSIGNMENT/CLASS DISCUSSION

Ethics and laws share a common purpose. Both set down principles that help individuals establish the difference between right and wrong and help determine acceptable conduct. Law is the direct result of a government's actions; legal principles govern right and acceptable ways to act in society. Ethical principles, as they relate to the workplace, are standards of professional conduct.

As teachers, you have an obligation to help students anticipate dilemmas they may encounter in the workplace. Students will face many ethical and legal dilemmas during their lives. Decisions are often made without considering the consequences. As the teacher, you are not teaching ethics, but you are teaching students to use responsible decision making when considering ethical and legal matters.

TAAS READING

Use newspaper or magazine articles from recent publications which focus on some type of ethical or legal violation in the workplace as springboards for class discussion. Lead a class discussion on the violations that were involved.

KEY QUESTIONS

- How crucial are ethics in the workplace?
- What ethical and legal violations were evident in the articles?
- In each of the articles, who was the victim? the violator?
- How were each of the situations being handled?
- Which of the articles were handled through civil court?
- Which of the articles were handled through criminal court?
- How typical are these situations in the workplace?

2) BRAINSTORMING/SCENARIO/CLASS DISCUSSION

TAAS WRITING

Lead students to brainstorm ethical and legal practices that are important in the workplace (such as loyalty, honesty, confidentiality, nondiscrimination, respect for property, etc.). Ask a student to record on the board or overhead the brainstormed practices. Divide the class into groups, and divide the brainstormed practices among the groups. Instruct each group to take their list of ethical and legal practices and identify ways each practice might be violated in the workplace. Instruct groups to develop a brief scenario describing a situation involving each identified violation. Encourage students to draw upon their experiences – in work, school, or community settings – for ideas. Ask students to write each scenario on an index card.

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NOTES

Have groups take turns reading their scenarios, and ask other class members to identify potential ethical and legal violations described. Lead a class discussion on forms of ethical and legal violations that may occur in the workplace.

Note: Save the scenarios for further analysis in TEKS 9C.

KEY QUESTIONS

- What were examples of ethical and legal violations?
- What are potential consequences of each violation?
- Is it always easy to determine when a particular action constitutes an ethical or legal violation? Explain.
- When you are not sure whether an action is right or wrong, what can you do?
  (One suggestion is to employ the following three tests:
  1. Self-test: Do I have "butterfiles" or a "gut feeling" that something is wrong?
  2. Authority test: Would I feel ok about it if my boss, or my mother, were looking over my shoulder?
  3. Public scrutiny test: Will I mind if everyone finds out?)

3) VISUAL DISPLAY

Using pictures from magazines and newspapers, illustrations, and other materials, have students develop a visual display that depicts examples of ethical/legal workplace practices identified in Strategy 2.

RESOURCES

AGENCIES AND ORGANIZATIONS

Regional Education Service Centers often provide information and presentations related to sexual harrassment.

WEB SITES

Texas Young Lawyers Association	*www.tyla.org*
Ethics Resource Center	*www.ethics.org*
Character Education Resources	*www.charactereducationinfo.org*
Do Something	*www.dosomething.org*

9C- *The student is expected to identify strategies to address ethical and legal violations.*

Because TEKS 9D also addresses specific forms of ethical and legal violations, it is recommended that teaching and learning activities for TEKS 9D be presented before those of 9C. Strategies for TEKS 9C can thus also cover abuse of privileges, conflict of interest, and preferential treatment.

NOTES

1) GROUP ACTIVITY/PROJECT

Guide students to work in groups, using the telephone book or other resources, to obtain the names, addresses, and telephone numbers of professionals (legal firms, attorneys, consultants, etc.) who could assist in handling ethical and legal violations. Have students compile the information into a resource information sheet for dealing with ethical and legal violations.

TAAS READING

2) PROBLEM SOLVING/GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into small groups, and divide among groups the scenarios written by students in TEKS 9B, Strategy 2, and TEKS 9D, Strategy 1. Instruct each group to practice decision making in order to identify strategies to address the ethical and legal violations described. Provide each group with Teaching Aid 29, ***Steps in Decision Making***, and have them apply the first three steps in analyzing each scenario. Instruct groups to record suggested strategies on the back of each index card. Have groups share their scenarios and suggested strategies for addressing the ethical and legal violations involved. Lead students to discuss alternatives, possible consequences, and recommended strategies.

TA 29 Steps in Decision Making

KEY QUESTIONS

- What are the ethical and legal issues in each scenario?
- What strategies might be considered as alternatives in each instance?
- What are possible consequences? To whom?
- What alternatives do you consider best in each instance?
- What general strategies are helpful in various situations where ethical and legal violations are involved?
- What general strategies could help prevent ethical and legal violations before a situation gets "sticky"?

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NOTES

3) GUEST SPEAKER

Invite a representative from the human resources department of a large company or educational instutution to speak to the class about common ethical and legal issues in the workplace and recommended strategies for addressing these issues.

KEY QUESTIONS

- What ethical and legal issues exist in your company/institution?
- What strategies does your company/institution employ to address these issues and prevent violations?
- How are employees informed about policies and procedures related to ethical and legal issues?
- What recommendations can you offer students regarding strategies to address ethical and legal violations?

FHA/HERO ACTIVITY

- STAR Event: Illustrated Talk on strategies to address ethic and legal violations in the workplace

RESOURCES

WEB SITES

Texas Young Lawyers Association
www.tyla.org

Ethics Resource Center
www.ethics.org

Character Education Resources
www.charactereducationinfo.org

Do Something
www.dosomething.org

9D- *The student is expected to discuss abuse of privileges, conflict of interest, and preferential treatment.*

NOTES

It is recommended that instructional strategies for TEKS 9D be presented before those of 9C. Therefore, after students have discussed abuse of privileges, conflict of interest, and preferential treatment, they can include these examples of violations in activities related to strategies in TEKS 9C for addressing such violations.

1) INTERVIEW/SCENARIOS

Have a few students contact selected large businesses and educational institutions to find out what policies and procedures the agencies have in place regarding abuse of privileges, conflict of interest, and preferential treatment. Ask the contact for each agency to define each term, describe the agency's policies and procedures related to each issue, and explain why the policies are needed. Have students share findings with the class.

TAAS WRITING

Have students divide into groups and develop written scenarios, each describing a situation involving one or more of the three topics. Encourage students to draw upon their experiences – in work, school, or community settings – for ideas. Ask students to write the scenarios on index cards. As groups take turns reading their scenarios, ask other class members to identify the ethical violations described. Lead the class to discuss abuse of privileges, conflict of interest, and preferential treatment.
Note: Save the scenarios for further analysis in TEKS 9C.

KEY QUESTIONS
- What is abuse of privilege?
- When is it wrong to use privileges associated with one's employment position or public office for personal gain?
- What are examples of situations that constitute conflict of interest?
- What should an employee or public official do in a business situation where personal interests are involved?
- Why is preferential treatment unethical?

2) VISUAL DISPLAY/WRITTEN EXERCISE

Divide students into three groups. Assign each group one of the three topics: abuse of privileges, conflict of interest, and preferential treatment. Have students develop a visual display (e.g., poster, bulletin board, collage) identifying several examples of the assigned topic.

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NOTES

Have each group share their visual display with the class.

TAAS WRITING

As a follow-up activity, have students select one of the topics and write a one-page essay on how the issue could be an ethical and possibly a legal violation.

RESOURCES

WEB SITES

Texas Young Lawyers Association
www.tyla.org

Ethics Resource Center
www.ethics.org

Character Education Resources
www.charactereducationinfo.org

Do Something
www.dosomething.org

Family
and
Career Management

Knowledge and Skills.
(10) Effective management.
The student exhibits resource management techniques.

The student is expected to:

(A) identify personal resources;

(B) develop time management strategies;

(C) explain the effect of priorities on personal and family management decisions; and

(D) analyze components of effective financial management.

10A- The student is expected to identify personal resources.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION

Define the term *resources*. Resources are sources of supply and support. Resources are the ways and means of reaching specific goals. When individuals are aware of all of the resources to which they have access, they are better able to carry out their decisions and reach their goals. Resources may be classified as human or nonhuman. Human resources are those that come from within a person such as personal health, knowledge, skills, abilities, and energy. Human resources also include friends, family members, and other persons who can help you. Nonhuman resources can include time, money, possessions, community services, and information. Everyone has access to many of these resources in varying amounts. Lead students to brainstorm what each of the resources might entail. For example, information might include access to the Internet, the library, museum, magazines, or newspapers. Skills might include such things as the ability to play a musical instrument, communication skills, or aptitude in math or in writing.

Have students respond to the question: *What personal resources do individuals have that they can use or manage to help achieve their goals?* Resources could include all of those cited in the preceding paragraph, as well as many others students may list.

KEY QUESTIONS

- Which of the resources are considered to be human resources?
- How can other people (parents, siblings, teachers, peers, etc.) serve as valuable human resources to you?
- Which of the resources are considered to be nonhuman resources?
- Why it is important to identify the personal resources that you have available when making decisions?

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2) CASE STUDIES/WRITTEN EXERCISE

Have students read Teaching Aid 69, ***At a Glance – Case Studies***, and respond in writing to the key questions. Have students share their responses with the class and compare lists of personal resources in each situation.

TA 69 At a Glance – Case Studies

TAAS READING

TAAS WRITING

NOTES

KEY QUESTIONS

- Which of the resources are human resources?
- Which of the resources are nonhuman resources?
- How did the list of Tyra's personal resources compare with that of Jacob's?
- What other individuals were considered as personal resources for both Tyra and Jacob?

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

10B- The student is expected to develop time management strategies.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) INDIVIDUAL ACTIVITY/CLASS DISCUSSION

Time is a valuable resource. It is limited because all of us have only 24 hours a day, seven days a week, 52 weeks a year. Whatever we do, we must complete it within that time frame. Time is scarce because there is not enough time each day to accomplish all of the tasks that we would like. Time management means controlling the use of time and the choices one makes in deciding how to use that time.

TAAS WRITING

Have students write down answers to the following questions:
- What does time management mean to you?
- Do you think you are a good manager of time?
- Why do you think some people seem to manage time better than others?
- What are three time wasters that steal time from you?
- Explain how your unique personal qualities affect how well you utilize time.

Discuss with students Teaching Aid 70, ***Effective Time Managers***. Point out that we cannot make or create time, but we can save time by utilizing strategies such as those shown on the teaching aid.

TA 70 Effective Time Managers

2) INDIVIDUAL ACTIVITY/VISUAL DISPLAY

Use Teaching Aid 71, ***Components of Time Management***, as a transparency or handout. Discuss with students the importance of each component. As a follow-up activity, distribute copies of Teaching Aid 72a, ***Monthly Calendar***; Teaching Aid 72b, ***Things to Do Today***; and Teaching Aid 72c, ***Need to Do Checklist***. Discuss how each tool can help manage time more effectively. Have each student begin using the three tools by filling them in for the current day and month.

TA 71 Components of Time Management
TA 72a Monthly Calendar
TA 72b Things to Do Today
TA 72c Need to Do Checklist

Discuss other tools that are available to purchase such as weekly and monthly planners, pocket calendars, computer software, and electronic calendars. Arrange for a teacher, parent, student, or other resource person to demonstrate use of time management computer software and/or electronic calendars. Have students help obtain samples and create a display of time management tools.

3) INDIVIDUAL ACTIVITY

Have students keep a daily time diary for a designated time period (at least one week). Use Teaching Aid 73, ***Daily Diary***, to record activities and the amount of time spent. At the end of the week, have students analyze how they used their time. Have students record how much time was spent in various categories, such as personal, school, relationship, work, leisure, sleep, family, and community activities.

TA 73 Daily Diary

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NOTES

TAAS MATH

Have students as a class compile a chart showing the average number of hours spent for each activity. For example, how many hours did the average student in the class spend on personal activities or community activities? Discuss with students how the average number of hours compare with their own number of hours.

KEY QUESTIONS

- How many hours did you spend on personal activities? school? relationship? work? leisure? sleep? family? community?
- How much flexible time did you have in an average day?
- Overall, do you think you are spending time on activities that are important to you?
- What are some ways in which you could save time?

TAAS WRITING

4) WRITTEN EXERCISE

Based on the information that students learned in TEKS 10B, have students write a two-page response to the following questions:

- Why is it important to develop good time management skills?
- What time management strategies can you utilize to better reach your personal goals?

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

PUBLICATIONS

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles*.

Home Economics Curriculum Center, 1999. *The Cornerstone*, "Managing Multiple Roles."

10C- The student is expected to explain the effect of priorities on personal and family management decisions.

This TEKS also is addressed as part of a Blended Activity. See the section, **Blended Activities**.

NOTES

1) CLASS DISCUSSION

Priorities are the activities or actions that demand attention over other activities or action. Review with students Teaching Aid 29, ***Steps in Decision Making***.

TA 29 Steps in Decision Making

Display Teaching Aid 74, ***Why Set Priorities?*** Lead students to discuss the rationale for setting priorities and the effect of priorities on personal and family management decisions.

TA 74 Why Set Priorities?

KEY QUESTIONS

- Why are priorities important in achieving personal and family goals?
- How do priorities affect individual and family management decisions?

2) WRITTEN EXERCISE/CASE STUDY/GROUP ACTIVITY

Divide the class into groups. Assign each group to write a case study situation describing a family where setting priorities affected personal and family management decisions. Have groups use Teaching Aid 75, ***Setting Priorities for Personal and Family Decisions***, to write their case study. Have students explain how personal and family management decisions were affected by priorities. Lead students to share and discuss the case studies with the class.

TA 75 Setting Priorities for Personal and Family Decisions

TAAS WRITING

FHA/HERO ACTIVITY

- Families First: Balancing Family and Career

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NOTES

RESOURCES

PUBLICATIONS

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles*.

Home Economics Curriculum Center, 1999. *The Cornerstone*, "Managing Multiple Roles."

10D- The student is expected to analyze components of effective financial management.

1) CLASS DISCUSSION/ FHA/HERO

NOTES

Earning and using money are two important life skills. Components of personal financial management that need to be addressed include:

- Income
- Budgeting
- Banking Services
- Credit
- Consumer Practices

If it is appropriate, other components of financial management could be added, such as:

- Insurance
- Retirement
- Savings and Investments

The *Skills for Life* modules and several videotapes available from the Home Economics Curriculum Center could be utilized in teaching these basic components of financial management. Relate the goal setting, decision making, and management processes to these activities. Additional resources are also available from publishers, financial institutions, and government agencies.

As a peer education activity, students could prepare and present a STAR Event Illustrated Talk or Financial Fitness project on specific components of financial management.

2) TEAMWORK/ORAL PRESENTATION

Divide the class into groups. Assign each group one of the components of financial management. Instruct students to use various resources from the library, Internet, and classroom to gather information on the assigned topic. Have each group of students prepare and present an oral presentation using multimedia. Groups should provide a handout for each student in the class on their assigned topic.

TAAS READING TAAS WRITING

3) INDIVIDUAL ACTIVITY/PROJECT

Have students plan a budget using an income figure that is comparable to the amount they expect to make at the beginning of their working career. Help them use realistic figures for the cost of food, clothing, housing, and other living expenses. Include savings for both short-term and long-term goals. Have students calculate what percentage of their income was planned for each budget expense. Teaching Aid 76, ***Sample Budget,*** is an example of a sample budget. It provides guidelines on suggested percentages for expense items. These percentages may vary from situation to situation. Use Teaching Aid 77, ***Budgeting Plan,*** to help students get started in planning a budget. After budgets are completed, have each student work with a partner to analyze and offer suggestions related to each budget.

TA 76 Sample Budget

TA 77 Budgeting Plan

TAAS MATH

BEST COPY AVAILABLE

NOTES

4) GUEST SPEAKER OR PANEL DISCUSSION/ FHA/HERO

Invite a guest speaker or panel to discuss the various components of financial management. Speakers might include: a bank representative to discuss banking services (checking, savings, electronic); financial planner to discuss investments and retirement; accountant to discuss budgeting; or consumer counselor to speak on consumer issues. **Note**: this activity could be expanded into an FHA/HERO Community Service Project as a workshop on various aspects of financial management for a targeted audience (such as peers, young adults, or older adults).

TA 78 Consider the Cost

TAAS MATH

5) GROUP ACTIVITY

Have students work in groups to complete Teaching Aid 78, ***Consider the Cost***. Clarify instructions and work through one example before students begin. Sample items for the first column might include clothes, CDs, movie admission, meals out, car payment, etc. As an example, Item #1 might be movie admission, with estimated monthly expenditure of $17.25. At a minimum wage of $5.15, that converts into 3.35 hours of work to pay for movies each month.

After groups complete the activity, lead them to share and discuss the implications of their findings. The discussion can be expanded to cover the concept of "opportunity costs" or to compare the cost of a combination of small, short-term expenditures with a long-term "big ticket" item.

RESOURCES

PUBLICATIONS

Home Economics Curriculum Center, 1997. *Skills for Life* modules:
5A, "Personal Checking Accounts;" 5B, "Budgeting/Purchasing;"
5C, "Financial Planning: Savings, Insurance, and Investments;" and
5D, " Managing Credit."

VIDEOTAPES

The following are available from the Home Economics Curriculum Center:

Addicted to Debt	*Credit: Friend or Foe*
Life, Love, and Money	*Power of Money*

WEB SITES

Consumer Credit Counseling Service
cccs@cccsintl.org (Also contains links to other Web sites)

Family
and
Career Management

Knowledge and Skills.

(11) Effective management.

The student practices effective decision making in meeting personal and family clothing needs.

The student is expected to:

(A) identify factors affecting personal and family clothing selection;

(B) practice clothing care and maintenance;

(C) analyze factors affecting the management of the personal and family clothing budget; and

(D) demonstrate personal and business wardrobe planning skills.

11A- The student is expected to identify factors affecting personal and family clothing selection.

1) GROUP ACTIVITY/CLASS DISCUSSION

Ask the question, "Why do people wear what they wear?" Divide the class into groups. Instruct each group to compile a list of factors affecting personal and family clothing selection and write the list on a poster or transparency. Groups may begin by brainstorming, but they should also consult clothing references in order to develop as comprehensive a list as possible. (Examples of factors may include likes and dislikes, fashion preferences, pattern of living, money available for purchase and maintenance, age, cultural and societal influences, climate, peer influence, desire to make a good impression, appropriateness, and dress codes at school or work.) Lead groups in sharing their lists and discussing the various factors.

2) VISUAL DISPLAY

Have students work in groups to collect pictures from magazines and newspapers that represent a wide variety of clothing selections. Encourage students to select a diverse assortment of clothing representative of the many factors identified in Strategy 1. For each picture, have students identify factors that might have influenced the wearer to make that selection. Have students create a visual display of pictures, with the label accompanying each picture.

NOTES

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NOTES

RESOURCES

11B- The student is expected to practice clothing care and maintenance.

1) VIDEOTAPE/CLASS DISCUSSION

Have students view a videotape on clothing care and maintenance such as *An RX for Your Clothes*, available from the Home Economics Curriculum Center. Have students take notes during the video. Lead students to share and discuss points they learned from viewing the videotape.

2) VISUAL DISPLAY/INDIVIDUAL ACTIVITY

Display several articles of clothing at various stations around the room. Include clothing items whose labels specify an assortment of care procedures. Provide students with copies of Teaching Aid 79, ***Guide to Fabric Care Symbols***, and Teaching Aid 80, ***Clothing Care***. Discuss with students how to interpret and use information on clothing care labels. Have each student rotate through the various stations and fill in the Clothing Care chart for each item. Check each student's work to verify understanding, and discuss concepts additionally as necessary.

3) VISUAL DISPLAY/DEMONSTRATION/HANDOUT

Prepare a visual display of a sampling of clothing care and maintenance supplies and products. Examples of products may include pretreatment, soap/detergent, bleach, brightener, fabric softener, starch, and spot remover. Explain and demonstrate use of the various products. (Alternate idea: invite a guest speaker, such as the County Extension Agent - Family and Consumer Sciences, to perform the demonstration.)

Provide students with personal copies of brochures or booklets on laundry tips or stain removal charts. Sources for the handouts include manufacturers of laundry products and appliances. Tell students that laundry tips can also be found on several Internet Web sites when they need to locate information in the future.

4) LABORATORY EXPERIENCE

Arrange for access to laundry and pressing equipment, and prepare a laboratory experience by assembling a selection of laundry products and an assortment of clothes to be laundered and, if needed, pressed. Monitor students as they read fabric care labels, sort clothing, select appropriate laundry products, choose washer and dryer selections, and launder the clothes. Demonstrate pressing techniques and monitor students as they practice pressing selected items.

NOTES

TA 79	***Guide to Fabric Care Symbols***
TA 80	***Clothing Care***

NOTES

5) GROUP ACTIVITY/PRESENTATION

Have students work in groups to compare costs of clothing care and repair done commercially at available businesses. Instruct each group to prepare a presentation that summarizes their findings and presents recommendations for care and repair procedures that can be done themselves to save cost.

Have students demonstate and practice several key procedures, such as sewing on a button or hand stitching a torn seam. Guide them to assemble a basic sewing and repair kit for making routine clothing repairs.

6) WRITTEN EXERCISE/ FHA/HERO

TAAS WRITING

Assign students to write an essay on the importance of clothing care and maintenance for personal effectiveness. Point out that clothes that are clean, appropriately pressed, and in good repair are essential to personal effectiveness, not optional. An individual's choices lie in the selection of clothes and the type of care (including pressing) that the clothes will require. Individuals can also choose to repair the clothes themselves or have repairs performed commercially.

Students may expand this activity into a STAR Event Illustrated Talk on the importance of clothing care and maintenance for personal effectiveness. It could also be developed into a Power of One: A Better You project to improve personal effectiveness through improving clothing care and maintenance skills.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

AGENCIES AND ORGANIZATIONS

The Soap and Detergent Association	*www.sdahq.org*
Maytag Appliances	*www.maytagcorp.com*

Texas Agricultural Extension Service
  Contact your local County Extension Agent - Family and Consumer Sciences.

11C- The student is expected to analyze factors affecting the management of the personal and family clothing budget.

1) GROUP ACTIVITY

Have students work in groups to complete Teaching Aid 81, ***How Resources Affect the Clothing Budget***. Before groups begin work, lead into the activity by discussing how one's personal and family clothing budget can be influenced by many factors and having students identify some of these factors. Explain the teaching aid, and make sure students understand the meaning of each category of resources listed on the left. Instruct groups to analyze how each of the resources impacts the clothing budget and to summarize their analysis in the space to the right of the resource. After groups have completed their activity, lead them to share and discuss responses.

NOTES

TA 81 How Resources Affect the Clothing Budget

2) CLASS DISCUSSION

Provide students with a copy of Teaching Aid 82, ***Clothing Budget Considerations***. Use the information provided as a springboard for a class discussion on additional factors affecting management of the clothing budget, especially common adolescent pitfalls in clothing expenditures. Have students discuss and answer the questions in the "Considerations" column, and lead them to suggest additional factors and considerations to fill in the blank spaces.

TA 82 Clothing Budget Considerations

3) PROJECT/PRESENTATION/CLASS DISCUSSION

TAAS MATH

Divide the class into small groups. Assign each group a project to develop a basic wardrobe and clothing budget for a specific person, age, and type of work. Variations might include the following:

- a young woman beginning her first job in a large financial institution as a financial planning consultant
- a young man working part-time in retail sales in an upscale department store while going to college
- a young woman working as director of a fitness center
- a young man working as sales representative for a hotel chain

Instruct each group to include the following information in written form:

- a list of clothing items needed, the estimated cost of each item, and the estimated total cost
- a prioritized list of purchases, with a list of items to be added as money is available
- suggestions for effective purchasing strategies to stretch the clothing dollar (such as comparison shopping, department store prices vs. discount store prices, etc.)

Have groups prepare an oral presentation, with appropriate props, to share their project results with the class.

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NOTES

TA 76 Sample Budget

Referring to Teaching Aid 76, ***Sample Budget***, point out the percentage of total income given as a guideline for the clothing budget. Lead a class discussion on management of the clothing budget.

KEY QUESTIONS

- Why is it important to develop and follow a clothing budget?
- How can comparison shopping rather than impulse buying help you make optimum use of your clothing dollar?
- What are additional things you can do to stretch your clothing dollar?

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

11D- The student is expected to demonstrate personal and business wardrobe planning skills.

1) CLASS DISCUSSION

Using Teaching Aid 83, ***Get to the Basics***, lead students in a class discussion of some basic principles of effective wardrobe planning. Emphasize to students that in wardrobe planning they must first identify their needs, analyze what they have, make what they have useful, and plan for additions. Help students tie effective wardrobe planning to basic steps of the management process (plan, organize, implement, and evaluate).

NOTES

TA 83 Get to the Basics

KEY QUESTIONS

- What management steps should be followed in effective wardrobe planning?
- Why is it important to consider these steps before making new clothing purchases?
- How do availability of time and money influence wardrobe planning?

2) GUEST SPEAKER

Invite a professional wardrobe consultant to give a wardrobe planning presentation to the class. Suggested topics to be covered include analyzing one's current wardrobe, updating and extending through accessories and new combinations, planning needed purchases, and shopping for new items. The consultant might demonstrate, for example, ways to match separates to create different combinations, inexpensive ways to incorporate trendy fashions, and ways to enhance or downplay individual physical characteristics. Allow an opportunity for students to ask questions. Following the presentation, have each student write a summary of three points that the student would like to implement in his or her personal wardrobe.

TAAS
WRITING

3) INDIVIDUAL ACTIVITY/PROJECT

Give each student a copy of Teaching Aid 84, ***Activity Pie Chart***. Instruct students to follow the instructions to create a pie chart depicting a typical 24-hour day divided into activity segments. Suggest that the majority of a person's clothing dollar be spent where the person spends the majority of waking time. For example, if an individual spends 8 hours sleeping, 8 hours at school and work, 2 hours in sports activities, 2 hours eating, and 4 hours in homework and leisure (with friends, etc.), their pie chart would look like the example on the next page. The biggest part of the clothing budget would be spent on clothes for school and work. (Note that the chart will not necessarily

TA 84 Activity Pie Chart

TAAS
MATH

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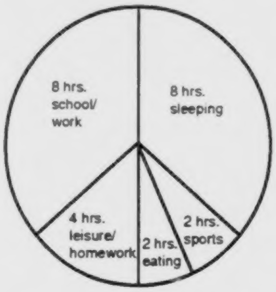
NOTES

reflect special occasions that do not occur in a typical day, such as church or special social events.)

Example:



TA 85 Wardrobe Management

Have students read Teaching Aid 85, ***Wardrobe Management***, and discuss information covered. Drawing upon information from this teaching aid, their pie chart, and previous activities in TEKS 11D, instruct each student to develop a plan to Audit, Dejunk, and Reinvest in their own wardrobe. Remind students to consider colors, color combinations, and styles that are flattering to them. **Note**: Development of a personal/business wardrobe plan could be conducted as an FHA/ HERO Power of One: A Better You self-improvement project.

RESOURCES

Family and Career Management

Knowledge and Skills.
(12) Effective management.

The student practices effective decision making in meeting personal and family housing needs.

The student is expected to:

(A) summarize housing options and considerations for selection;

(B) estimate the expense of obtaining furnishings and maintaining living space;

(C) determine skills necessary for managing and maintaining a home; and

(D) summarize laws and regulations affecting housing.

12A- The student is expected to summarize housing options and considerations for selection.

1) BRAINSTORMING/RESEARCH/CLASS DISCUSSION

Lead students to brainstorm all the housing options they can identify. Display Teaching Aid 86, ***Housing Options***, and describe the types of housing shown. Assign students to research the various housing options available locally and approximate cost range of each type. Encourage students to utilize such sources as newspaper listings, realtor listings or flyers, or yellow pages listings. Have students prepare a written report and present findings to the class. Lead a class discussion on the various housing options available, approximate costs, and factors that influence housing selection.

NOTES

TA 86 Housing Options

TAAS WRITING

KEY QUESTIONS

- What are reasons to rent housing? (Reasons may include fixed costs, limited maintenance, affordability, and mobility.)
- What are reasons to buy housing? (Reasons may include security/ feeling of ownership; financial investment; freedom to redecorate or remodel; and tax advantages.)
- What are advantages of the various housing options?
- What factors would determine housing options considered by an individual or family? (Factors may include life cycle stage, mobility, financial resources, and personal preferences.)

2) GUEST SPEAKER

Invite a local real estate agent to speak to the class regarding considerations for first-time home buyers and what is involved in purchasing a home. Have students prepare questions on index cards to be given to the speaker prior to the presentation.

3) EDUCATIONAL TOUR/WRITTEN EXERCISE

TAAS WRITING

Arrange to take students on an educational tour of an apartment complex to explore aspects of renting an apartment. Discuss with the apartment manager/tour guide in advance topics to cover during the tour, such as the process of finding an apartment that meets one's needs, what to look for in rental property, the importance of the lease agreement, and rights and responsibilities of renters. Have students write a paper summarizing what they learned from the tour about renting an apartment.

Alternate or optional activity: Arrange an educational tour to a manufactured housing/mobile home sales lot. This is a growing housing option with which many students may not be familiar.

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NOTES

TAAS WRITING

4) GROUP ACTIVITY/PROJECT

Divide the class into groups. Instruct each group to develop a Housing Checklist they could use in comparing housing options. Tell students to search the Internet, consult references, and think through all the factors they would want to consider and include them on the checklist. "Renter Information" about choosing a place to live can be located on the Texas Apartment Association Web site; guidelines for buying a home can be located under the "Especially for Consumers" heading at The National Association of Home Builders Web site.) Have students share and explain their checklists. Display the final products.

As an FHA/HERO Community Service Project, have students compile suggestions from group checklists and use computer software to create a Housing Checklist suitable for community dissemination. Guide students to develop and implement a plan for disseminating Housing Checklists to families who are considering housing options.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

WEB SITES

Texas Apartment Association
www.taa.org/
The National Association of Home Builders
www.nahb.com/

VIDEOTAPES

Available from the Home Economics Curriculum Center:
The First Time Home Buyer
So You Want to Move Out

12B- The student is expected to estimate the expense of obtaining furnishings and maintaining living space.

NOTES

1) RESEARCH/CLASS DISCUSSION/GROUP ACTIVITY

TAAS MATH

Divide the class into groups. Have each group select a housing option a young adult or family might select. Instruct each group to determine what furnishings would be needed, prepare a plan for obtaining the furnishings – including cost estimates, and estimate the monthly cost of maintaining the living space. To help determine furnishings that might be needed, encourage students to talk to young adults who are living independently. Point out that maintenance costs should cover everything the individual or family spends to maintain a living space, including insurance, taxes (if applicable), preventive maintenance, and routine indoor and outdoor maintenance. Have groups prepare a visual display that summarizes their plans and estimates, and lead groups to present and discuss their findings.

KEY QUESTIONS

- What items were needed to furnish living space in each instance?
- How did plans for obtaining furnishings vary?
- What are possible alternatives to buying new furnishings items?
- What costs might be involved in maintaining living space?
- How do maintenance costs vary between the various housing options?

2) EDUCATIONAL TOUR/WRITTEN EXERCISE

TAAS MATH

TAAS WRITING

Arrange for students to take an educational tour of a home furnishings store. In preparation for the tour, have students list furnishings they think they will need for an unfurnished apartment. During the tour, have students select specific furnishings on their lists, record the price of each selection, and then determine the total cost of a cash purchase. Have students also determine financing options and the total cost of purchasing the items on credit. Instruct students to present a written summary of their lists, selections, and cost figures.

3) GUEST SPEAKER/CLASS DISCUSSION

Invite a representative from the housing industry to speak to the class on the topic, "Managing Your Housing Dollar." Have students write questions on index cards to be given to the speaker prior to the presentation. Follow the presentation with a class discussion of key points and the key questions that follow.

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NOTES

KEY QUESTIONS

- Furnishing an apartment or a house is costly. What options does one have in choosing and obtaining furnishings?
- While individuals and families cannot fix the rent they pay, the interest rate on a mortgage, or the tax rate on property, there are ways to control housing costs. What are ways families can control housing costs?
- Why might persons renting housing space want to purchase renter's insurance?
- What are examples of preventive maintenance that could be done in a home or apartment? How might preventive maintenance save on housing costs in the long term?

RESOURCES

12C- The student is expected to determine skills necessary for managing and maintaining a home.

NOTES

1) BRAINSTORMING/CLASS DISCUSSION

Lead students to brainstorm ways to complete the following statement: "An efficient household manager is..." Have one student record responses on the board or overhead as students brainstorm. Help students translate responses into specific skills necessary for managing and maintaining a home.

Display Teaching Aid 87, ***How to Get Something Done Around the House***. Explain that management is not doing everything yourself, but using the management process (planning, organizing, implementing, and evaluating) to get things done. Sometimes you can most efficiently do things yourself, but often delegating tasks or even paying someone to do a task is wiser use of time and resources. Lead students to come up with examples of times in managing and maintaining a home when it would be good management to do it yourself, times it would be wiser to have someone else do it for you, and times it would be smart to hire someone else to do it.

TA 87 ***How to Get Something Done Around the House***

KEY QUESTION

- What effect do one's personal resources (human and nonhuman) have on home maintenance decisions?

2) RESEARCH/GROUP ACTIVITY

Write the suggestions from Teaching Aid 88, ***How to Manage Household Tasks***, on index cards – one suggestion per card. Divide the class into groups, and give each group one of the cards. Ask each group to research, discuss, and be prepared to explain how their suggestion would facilitate management of household tasks, and to give one or more specific examples for implementing the suggestion. For instance, for the suggestion related to work simplification, the group should take a specific household chore, explain a common way it would be done, and recommend a more efficient way to accomplish the task. Display a copy of Teaching Aid 88 as groups present their explanations and examples for each suggestion.

TA 88 ***How to Manage Household Tasks***

3) VIDEOTAPE/PROJECT/VISUAL DISPLAY

Lead students to generate a list of common, frequently performed tasks in managing and maintaining a home. Student input could be based on what they have observed or what they have found by inquiring of adults. Provide students with a copy of this list for reference as they view the videotape and develop a file of useful household hints.

NOTES

Have students view a videotape on skills and tips for managing and maintaining a home. Instruct students to take notes on information presented. Hopefully, many of the skills and tips will be applicable to common tasks they have listed.

Have students work on a class project to develop a file of useful household hints. Sources may include notes from the videotape, newspaper clippings of articles like "Hints from Heloise," reference or popular books on the topic, Internet sites, or ideas offered by parents, grandparents, etc. Guide students in sorting and compiling the hints, and in developing a visual display of useful suggestions.

RESOURCES

AUDIOVISUAL
Don Aslett's Cleaning Center

WEB SITE
Hoover Home Institute
hoovercompany.com

12D- The student is expected to summarize laws and regulations affecting housing.

NOTES

1) PANEL DISCUSSION

Arrange for a panel discussion on the topic of laws and regulations affecting housing. Guest panelists might include a local city authority and representatives from the local apartment association and home builders association. Ask the panelists to share with the class information regarding housing laws and regulations that would most directly impact young adults.

KEY QUESTIONS

- What building codes, zoning laws, and aesthetic codes are in place in your community?
- What is the purpose of such laws?
- What laws are in place to protect housing consumers against fraud, discrimination, and unscrupulous practices?
- What should young adults know about such legal documents as lease agreements, mortgage contracts, and remodeling/home improvement contracts?

2) INTERNET SEARCH/VISUAL DISPLAY

Divide the class into groups, and assign each group one of the following Web sites to research for information related to housing laws, regulations, and consumer rights and responsibilities:

- Federal Trade Commission – www.ftc.gov/
- Department of Housing and Urban Development – www.hud.gov/
- The National Association of Home Builders – www.nahb.com/
- Texas Apartment Association – www.taa.org/

Instruct each group to prepare a visual display that includes the name and purpose of the organization or agency hosting the Web site and summarizes information available from the organization to help consumers when renting or purchasing housing. Have each group present their display to the class and explain how and when the information could benefit young adults seeking to meet housing needs.

3) GROUP ACTIVITY/CLASS DISCUSSION

Divide the class into groups, and provide each group with a copy of a lease agreement. (Lease agreements can be obtained from local apartment managers. Call your local apartment association for a copy of the Texas Apartment Association Apartment Lease contract.) Have each group read their lease agreement and answer the questions from Teaching Aid 89, ***Know Your Lease Agreement***. Lead students to share and discuss answers.

TA 89 ***Know Your Lease Agreement***

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NOTES

KEY QUESTIONS

- Why are terms of the lease agreement important considerations in deciding whether to rent an apartment?
- What are examples of problems that might result from not knowing the terms of your lease agreement?
- How does the lease agreement provide legal protection for the renter? for the rental property owner?

RESOURCES

WEB SITES

Department of Housing and Urban Development
www.hud.gov/

Federal Trade Commission
www.ftc.gov/

The National Association of Home Builders
www.nahb.com/

Texas Apartment Association
www.taa.org/

Family
and
Career Management

Knowledge and Skills.
(13) Effective management.

The student determines food choices that promote good health.

The student is expected to:

(A) determine considerations in planning nutritionally adequate meals for individuals and families;

(B) determine food budget considerations;

(C) compare the cost of foods from different sources; and

(D) plan menus considering skills, time limitations, and nutritional needs.

13A- The student is expected to determine considerations in planning nutritionally adequate meals for individuals and families.

1) GROUP ACTIVITY/VISUAL DISPLAY

Distribute copies of Teaching Aid 90, ***Food Guide Pyramid***, and Teaching Aid 91, ***A Pattern for Daily Food Choices***. Explain how to interpret and use these tools, and discuss with students the importance of dietary guidelines in planning nutritionally adequate meals.

Divide the class into six groups, and assign each group one of the categories in the Food Guide Pyramid. (Adapt the grouping procedure if six groups do not work with your class.) Tell each group to create a poster showing pictures from magazines or newspapers representing foods from their category. Students should find pictures for the maximum number of servings for each category. For example, they should find eleven pictures of grains, four of fruits, five of vegetables, and so on. Have students use pictures of foods that they would actually eat. Monitor each group's work to be sure their posters are accurate. Lead students in sharing their products, and display the posters, along with a copy of the Food Guide Pyramid, for reference throughout this unit.

Note: Students' products could be developed into a visual display for sharing with other high school students as an FHA/HERO Student Body project.

NOTES

TA 90 Food Guide Pyramid

TA 91 A Pattern for Daily Food Choices

2) RESEARCH/ORAL PRESENTATION

Distribute a copy of Teaching Aid 92, ***Dietary Guidelines for Americans***. Divide the class into seven groups, and have each group research and prepare an oral presentation to "sell the class" on one of the guidelines. (Again, adapt the grouping procedure as necessary to fit your class composition.) Encourage students to consult reference books and Web sites to determine the reasons for the guideline, benefits of following the guideline, health risks of not following the guideline, and suggestions for following the guideline (including recommendations of specific foods to eat or avoid). As students deliver their presentations, lead them to understand the close relationship between nutrition and health. **Note**: Contact a resource such as your County Extension Agent - Family and Consumer Sciences to request bulletins summarizing various guidelines. As an alternate activity, ask your County Extension Agent or other guest speaker to explain the importance of the guidelines and give examples of tasty recipes that meet various guidelines, such as low fat or low sodium.

TA 92 Dietary Guidelines for Americans

3) INDIVIDUAL ACTIVITY

Have students obtain nutrition information from local fast-food chains or Web sites for menu items prepared at establishments where students frequently eat. Place the information in a file that students can

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NOTES

TA 92 ***Dietary Guidelines for Americans***

access. Instruct each student to select two menu items the student might typically order and analyze how well the items meet the Dietary Guidelines for Americans. Have students refer to their copy of Teaching Aid 92, ***Dietary Guidelines for Americans***. Lead students to share and discuss their analyses. Save the file of nutrition information for future use.

4) BRAINSTORMING/PROBLEM SOLVING

Lead students to brainstorm reasons that often make it difficult to follow dietary guidelines and make wise daily food choices. Have one students record reasons cited by students, and then lead the class to identify several of the most common challenges to planning nutritionally adequate meals. Write these challenges on the board or overhead. Examples might include lack of time, lack of money, being "on the go" so much of the time, having to eat many fast food meals, family meal patterns that may not follow nutritional guidelines, or simply not knowing what constitutes good nutrition. Having identified challenges, lead students to suggest ways to overcome each challenge and improve the nutritional adequacy of their diets.

Record the suggestions and incorporate them into a pocket-sized handout students can use as a daily reminder to improve their eating habits. As an FHA/HERO Student Body project, students might explain and distribute the handouts to other high school students.

RESOURCES

13B- The student is expected to determine food budget considerations.

1) BRAINSTORMING/CLASS DISCUSSION

Lead students to brainstorm factors that may impact a food budget. Examples may include family size, life cycle stage, activities, income, food patterns, food habits, amount of entertaining, number of meals eaten "out," shopping skills, personal resources such as time and energy, and food preparation skills. Review with students the sample budget provided on Teaching Aid 76, ***Sample Budget***, and point out the percentage of total income given as a guideline for food expenditures. Lead a class discussion on food budget considerations.

NOTES

TA 76 Sample Budget

KEY QUESTIONS

- What expenditures are included in the area of food on the Sample Budget?
- Which factors identified in the brainstorming exercise most impact the personal food budgets of each student?
- Do students know how much they spend monthly on food?
- Why is it important to budget food expenditures?
- How can students plan and implement a food budget?
- What are ways to economize on food costs without compromising quality and variety?

2) PROJECT/VISUAL DISPLAY

Have students gather ideas of food items, recipes, or menus from Internet sites, cookbooks, reference books, magazines, or newspapers. Guide them in sorting the ideas and selecting the ones they would be most likely to use. Have students share why each idea is appealing and what makes it economical. Help students prepare a visual display of the selected ideas.

3) GUEST SPEAKER/WRITTEN EXERCISE

Invite a professional such as your County Extension Agent - Family and Consumer Sciences to make a presentation on strategies for effectively managing the food dollar. Topics covered may include the importance of planning, preparing shopping lists, and shopping tips (e.g., use of coupons, comparison shopping, brand name vs. generic, unit price). Guide students in writing questions on index cards to give to the speaker prior to the presentation. Instruct students to take notes so they can prepare a written summary or outline of strategies presented.

TAAS
WRITING

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NOTES

4) VIDEOTAPE

Have students view a videotape on effective food buying such as *Grocery Shopping Survival*, available from the Home Economics Curriculum Center. Instruct students to take notes on effective food buying strategies and to add them to the summary or outline of strategies they have written from previous activities.

FHA/HERO ACTIVITIES

- Additional FHA/HERO activity ideas for this TEKS are included in the **Blended Activities** section.

RESOURCES

VIDEOTAPE

Grocery Shopping Survival, available from the Home Economics Curriculum Center.

13C- The student is expected to compare the cost of foods from different sources.

1) CLASS DISCUSSION

Display Teaching Aid 93, ***Where Might You Choose to Eat?*** Lead students to give examples of similar meals that could be obtained from each of the sources listed. Lead a class discussion on factors influencing where to eat and cost differences between various places.

NOTES

TA 93 Where Might You Choose to Eat?

KEY QUESTIONS

- Where do students prefer to eat often? Why?
- Which places to eat would likely be least costly? most costly? Why?
- What factors determine where people choose to eat?
- What are suggestions for minimizing cost and maximizing nutrition when eating meals prepared away from home?

2) GROUP ACTIVITY/VISUAL DISPLAY

Divide the class into three groups (or multiples of three if the class is large). Assign one group breakfast, one group lunch, and the other group dinner. Instruct each group to plan a typical meal for their group assignment. Have each group prepare a visual display with the chosen menu and the cost of the same menu from three different places: cooked at home, purchased at a fast-food restaurant, and purchased at a fine dining establishment. Information needed for pricing foods can be obtained from newspaper advertisements, visits to grocery stores, and visits to dining establishments. Have groups explain their displays and cost figures. Lead students to discuss implications of the findings.

TAAS MATH

3) EDUCATIONAL TOUR/COST COMPARISON

Have each student develop menus for three meals a day for three days. From the menus, have students make a shopping list, excluding staples. Tour a local grocery store and have students record two prices for each item on the shopping list – one price from a name brand and one price from a generic or store brand. Have students total their price lists to determine potential cost savings from buying store or generic brands. Provide an opportunity for students to share their resulting comparisons.

TAAS MATH

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NOTES

RESOURCES

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13D- The student is expected to plan menus considering skills, time limitations, and nutritional needs.

1) RESEARCH/PROJECT

Have students research Internet sites and nutritional software that can save time in planning nutritional meals. Compile results into a "technology resource file" to assist students with meal planning.

2) GUEST SPEAKER

Invite a guest speaker with expertise in nutrition and food science to present information to students on planning nutritional meals within limitations of time and food preparation skills. Ask the speaker to focus on techniques students can use to provide healthy meals when preparation time is limited and to suggest things individuals can do to provide healthy meals for themselves and their families if their food preparation skills are limited. Have students prepare additional questions for the speaker in advance.

3) VIDEOTAPE OR RESEARCH/CLASS DISCUSSION

Divide the class into small groups. Instruct each group to plan menus for one week that center around meals students could prepare considering their present food preparation skills, the time available to prepare, and nutritional needs according to Teaching Aid 90, ***Food Guide Pyramid***, and Teaching Aid 91, ***A Pattern for Daily Food Choices***. Since it is realistic to assume that not all meals will be eaten at home, students may include in their week's plan some nutritional meals eaten out. Encourage students to utilize menu sources like those used in Strategy 2, TEKS 13B; some of the menu ideas gathered in that activity could also be used. Also encourage students to utilize any available software for developing menus and planning meals. Have each group present their menus to the class for evaluation and then make any necessary revisions to finalize menus.

Work with students to prepare their finalized menus in a form that can be duplicated and presented on index cards (possibly using menu preparation software). Provide a set of all cards to each student, so that each student will have for future use a set of nutritional, timesaving menus covering several weeks. As an FHA/HERO Community Service Project, have sudents reproduce and distribute menu sets to selected groups in the school or community.

NOTES

TA 90 ***Food Guide Pyramid***

TA 91 ***A Pattern for Daily Food Choices***

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NOTES

RESOURCES

Supervised Career-connections Experiences

NOTE TO THE TEACHER

Ideas in this section provide examples of career-connections experiences for students enrolled in the Family and Career Management course. Career-connections experiences are designed to be extensions of school-based learning through entrepreneurial, research, or work-based applications (work-based applications include home, business, or community contexts). This is an extended learning arrangement, comparable to work-based instructional arrangements for occupationally specific courses. Career-connections experiences may be designed as a singular substantial project to be carried out over the scope of the semester, or a series of short-term activities. Regular supervision and reporting will be necessary throughout the course for successful completion of the career-connections experience.

Essential Knowledge and Skills:

4A The student is expected to determine home and business applications of knowledge and skills developed in the study of family and career management.

4B The student is expected to utilize a career-connections experience to demonstrate occupational applications of competencies developed in the study of family and career management.

FHA/HERO projects and programs have been suggested throughout the course that, depending on depth and extent, could constitute a supervised career-connections experience.

Supervised Career-connections Experience

3A- The student is expected to assess personal interests, characteristics, skills, and their compatibility with varied career options.

3B- The student is expected to determine a variety of career options and preparation requirements.

6J- The student is expected to demonstrate effective techniques to secure, maintain, and terminate employment.

6K- The student is expected to demonstrate verbal, nonverbal, written, and electronic communication skills.

THE STUDENT WILL:

1. Select one career to research based on personal interests and some type of career interest inventory.
2. Research the selected career, including employment and entrepreneurial opportunities and preparation requirements (i.e., career description, job demand, salaries, and benefits).
3. Develop a personal career portfolio based on the information found in the research. The portfolio could include documents such as a resumé, application, personal information, reference letters, and other pertinent information. Teaching Aid 94, ***Career Preparation Portfolio*** provides a sample outline for developing a portfolio.
4. Compile the information and documents in an expandable folder, notebook, or file box. The personal career portfolio should be organized with tab dividers for each section.
5. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- research notes
- progress reports at the end of the first and second six weeks
- personal career portfolio
- a summary of the project experience, including #5 above
- parent or guardian evaluation with signature

Supervised Career-connections Experience

1A- The student is expected to determine personal and family management skills that transfer to the workplace and community.

10D- The student is expected to analyze components of effective financial management.

11C- The student is expected to analyze factors affecting the management of the personal and family clothing budget.

13B- The student is expected to determine food budget considerations.

THE STUDENT WILL:

1. Keep a record of personal spending for three weeks.
2. Categorize spending according to food, clothing, transportation, and other items as necessary.
3. Analyze spending habits.
4. Set up a budget plan for a family of four with a set amount of income, or for another situation identified by the teacher.
5. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- record of personal spending
- chart of spending, including categories for items
- analysis of spending habits
- budget plan for family of four or for another assigned situation
- a summary of the project experience (what you learned; see #5 above)
- parent or guardian evaluation with signature

Supervised Career-connections Experience

1A- The student is expected to determine personal and family management skills that transfer to the workplace and community.

2B- The student is expected to explain the impact of technology on the workforce and family.

13B- The student is expected to determine food budget considerations.

13C- The student is expected to compare the cost of foods from different sources.

THE STUDENT WILL:

1. Compare and contrast costs of foods from different types of food stores.
2. Gather resource information to be used in planning this project such as: kinds of consumer services commonly available in food stores; technology used in pricing, labeling and inventory; and space allocations for products.
3. Visit the food stores to gather information.
4. Develop a comparison chart for depicting the similarities and differences between the food stores.
5. Prepare a written report of the findings and resource information including a complete bibliography. Include in the report an explanation of how findings might impact the food budget.
6. Summarize career applications of knowledge and skills learned through this experience.

THE STUDENT WILL SUBMIT FOR EVALUATION:

- a complete bibliography of resources used to gather background information
- the comparison chart used to depict the similarities and differences between the food stores
- a written report of the findings and resource information, including a complete bibliography
- a summary of the project experience, including #6 above
- parent or guardian evaluation with signature

BLENDED ACTIVITY

1C - The student is expected to identify ways family members and family practices promote lifelong learning.

2A - The student is expected to describe technological skills required for the workplace.

2B - The student is expected to explain the impact of technology on the workforce and family.

2C - The student is expected to describe the effect of technology on personal and family life management.

3C - The student is expected to describe the correlation between family support and job success.

SURVEY/PROJECT

Have students develop a survey requesting information on the impact of technology on the changing workforce and the family. Students should include questions focusing on each of the TEKS listed above. Compile survey questions, and have students administer the survey to five individuals. Lead students to collect the data and draw conclusions based on responses from participants in the survey.

1. **Develop Survey**
   Decide on the targeted audience for the survey (e.g., peers, family members, teachers, combined ages). Work in small groups to brainstorm possible questions for the survey. Form one large group to discuss questions from each group. Compile questions for the survey. Prepare a draft of the survey. Make the necessary changes and edits. Have student volunteers type the final draft and make copies for dissemination.

2. **Administer Survey**
   Each student administer the survey to five individuals.

3. **Gather and Compile Data**
   Compile data and tabulate results.

4. **Draw Conclusions**
   Discuss the results and form conclusions.

5. **Evaluation**
   Evaluate the results of the survey findings.

6. **Written Article/Visual Display**
   Upon culmination of the survey project, write an article suitable for the school or local newspaper about the findings, or prepare some type of visual display.

BLENDED ACTIVITY

3C - The student is expected to describe the correlation between family support and job success.

6A - The student is expected to relate positive attitude to job and family effectiveness.

6D - The student is expected to demonstrate decision-making, goal-setting, and problem-solving skills.

7C - The student is expected to describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.

SCENARIO/GROUP ACTIVITY/SYMPOSIUM

Divide the class into small groups. Using the following scenario, have students discuss the situation and utilize decision-making, goal-setting, and problem-solving skills. Have students share their findings with the class in a symposium format.

Scenario:
Terry is a working parent with a successful career in hospitality marketing at a large company. Before starting a family, Terry really enjoyed consulting work at several restaurants. The consultant work also provided additional income. Terry would like to start consulting again in addition to her hospitality marketing career, but she is not sure if there is enough time to effectively manage multiple roles of family, community, and wage-earner.

Key Questions:
- What factors should Terry consider before making a decision to do additional consulting work?
- What other options might Terry consider?
- What are the potential consequences of making the decision to take on additional work?
- How might adding the extra work affect personal, family, and career effectiveness?

1. **Read the Scenario**

2. **Utilize Decision-making, Goal-setting, and Problem-solving Skills**
   Working in groups, use any or all of the processes in analyzing the scenario.

3. **Findings**
   Prepare a written summary of the findings for your group.

4. **Symposium**
   Present your group's findings to the class, and then follow with dialogue.

BLENDED ACTIVITY

3C- The student is expected to describe the correlation between family support and job success.
7A - The student is expected to describe contributions of business to employees' balancing responsibilities of family, community, and wage-earner roles.
7B - The student is expected to identify workplace policies and practices supportive of families.
8C - The student is expected to summarize various employment policies regarding physical limitations and chronic health conditions.
8D - The student is expected to describe workplace programs that promote good nutrition and exercise.

INDIVIDUAL ACTIVITY/RESEARCH

Have students research a business which provides its employees with family-oriented policies and programs. Many employers are offering innovative work arrangements such as flextime, compressed work week, job sharing, flexplace, and telecommuting. Benefits to employees may include vacation and sick leave, profit sharing and holiday plans, insurance options, child care options, dependent adult care options, relocation assistance, and employee assistance programs. Examples of businesses might include Ford Motor Company, IBM, Johnson and Johnson, Apple Computer, Eastman Kodak, General Motors, Campbell Soup, GTE Corporation, Shell Oil, and USAA. Have students write a two-page summary of their research and prepare an oral presentation to share with the class.

Key Questions:
- What workplace policies and practices are supportive of families?
- What kinds of initiatives are supportive of families with children? other family members?
- How does the business contribute to family strengths and parental effectiveness?
- How do the family-oriented policies and practices affect employees in regard to health-related issues? economic issues? long-term and short-term issues?
- What technological advancements in the business affect both the changing workforce and the family?
- How do family-oriented policies and programs contribute to personal and career effectiveness?
- As a prospective employee, how would the business policies and practices appeal to you?

1. **Research**
   Use classroom, library, and Internet resources to gather information on the business.

2. **Written Report**
   Compose a written report on the assigned topic, including a bibliography of references.

3. **Oral Presentation**
   Prepare and conduct an oral presentation for the class on the business that was researched.

4. **Evaluation**
   Using an evaluation form, evaluate the results of your research, report, and presentation.

BLENDED ACTIVITY

7C- The student is expected to describe management practices facilitating individuals assuming multiple family, community, and wage-earner roles.
10A - The student is expected to identify personal resources.
10B - The student is expected to develop time management strategies.
10C - The student is expected to explain the effect of priorities on personal and family management decisions.

CASE STUDY/PROBLEM SOLVING/WRITTEN EXERCISE

Discuss with students the importance of nutritionally adequate meals to the health of all family members, as well as the importance of family mealtime to maintaining strong family relationships. Point out that many difficulties in planning, preparing, and sharing nutritional family meals center around time limitations and scheduling. Using the following case study, or one written by students, have students practice problem solving to develop a plan to help a family overcome these difficulties.

Case study:
Tri and Sara are busy parents of three children – Kim, who is ten years old; Suzi, who is fourteen; and Sam, who is eighteen. Tri typically leaves for work at 6:45 a.m. and returns at 6:00 p.m.; on Thursday, he works out at his employer's fitness center and doesn't return until 8:00 p.m. Sara works part-time, from 9 a.m. until 3 p.m. weekdays. She is very active in community and church activities, which involve evening commitments one or two nights each week. The three children are active in various sports and youth organizations. During a recent family meeting, the family set a goal to work harder on planning and preparing nutritional family meals, and to share as many meals together as schedules will allow. Sam volunteered to take the first steps to develop a plan and report back at the next family meeting.

Key Question:
- How do good planning and division of responsibilities enable family members with incompatible schedules to meet their nutritional goals?

1. **Recognize the Problem**
   Identify and list challenges the family faces related to planning, preparing, and sharing nutritional family meals.

2. **Compile Information**
   Identify and list resources (human and nonhuman) family members possess that can contribute to overcoming the challenges.

3. **Determine Options**
   Determine strategies that incorporate effective time and resource management to overcome challenges the family faces related to planning, preparing, and sharing nutritional family meals. Ideas for strategies might come from activities already conducted in class; information from references or Web sites; or suggestions from persons with practical experience. Examples of strategy ideas might include: select simple, time-saving menus; use convenience foods; prepare items ahead of time; prepare ahead and freeze items; utilize carry-out foods; utilize resources of other family members by dividing responsibilities based on schedule and skills; etc.

4. **Prepare a Plan of Action**
   Prepare a written plan for a period of time that the family could implement to more effectively plan, prepare, and share nutritional family meals. The plan should include specific suggestions of strategies tailored to the family needs.

BLENDED ACTIVITIES

Integration of FHA/HERO

CHAPTER PROJECT

Have FHA/HERO chapter officers investigate using a computer program researched in TEKS 2A for management of chapter business or publishing of brochures, banners, letters, etc.

TEKS 1A, 2A, 2C, 6K

COMMUNITY SERVICE PROJECT

Guide students to develop an educational brochure on basic Internet use and terminology. Teaching Aid 4, ***Internet Terminology***, and Teaching Aid 5, ***Netiquette***, may be helpful. Have students disseminate brochures within the community to individuals at various stages of the family life cycle in conjunction with a presentation on how technology can benefit families and serve as a tool for lifelong learning.

TEKS 1C, 2B, 2C, 6K

POWER OF ONE

Family Ties: Have students identify personal resources available to the family and determine management and relational strategies to support all family members as they manage work/school, family, and community roles.

TEKS 3C, 7C, 10A, 10B

Working on Working: Based upon personal interests and characteristics, have students research a career in the field of family and consumer sciences. Encourage use of available technology, such as satellite feed (learning channel), CD-ROM Encyclopedia, and Internet. Have students compile information into a pamphlet, illustrated talk, or video. The final presentation should include job title and description, preparation requirements, entry-level salaries, job demand (present and projected), and names of potential employers in that field. This strategy could be used in conjunction with a career fair or display.

TEKS 3A, 3B, 6J, 6K

FAMILIES FIRST

Balancing Family and Career: Have students develop a "Resource File" to use when they are on their own. It could be in the form of an expandable folder, notebook, or file box, and could include pamphlets, brochures, newspaper or magazine articles, Internet information, handouts, copies of teaching aids, or other information for use now as well as in the future. Topics covered could include management (time, energy, money), clothing maintenance and care, home maintenance, housing selection, insurance, furnishing a home, meal planning and preparation, food buying, and nutritional needs. As a class, have students develop criteria for evaluating the project.

TEKS 10A, 10B, 11B, 11C, 12A, 13B

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Creative Ideas

NOTE TO THE TEACHER

Developers of the series of instructional guides for implementing Home Economics Education Texas Essential Knowledge and Skills faced a twofold challenge: (1) to write instructional strategies that enable students to acquire the stated essential knowledge and skills and (2) to help teachers deliver the strategies in ways that promote active learning, relevance, and retention in students.

After a great deal of experimenting and discussing, the following system seems best to address the twofold challenge, while providing maximum flexibility for you, the teacher, whom we consider the ultimate instructional expert in your classroom.

- The nature of the content of home economics provides wonderful opportunities for hands-on, relevant learning by students, and in many cases the instructional strategies themselves facilitate active learning.
- Teaching and learning activities in the instructional strategies section have been presented as briefly as possible. For instance, the strategy may state "Have students work in groups to ...," but no specific suggestions for grouping students are provided.
- The **Creative Ideas** section has been included to provide you with suggestions and examples of ways to enhance some basic techniques included in the **Instructional Strategies** section. For example, it does provide several specific suggestions for grouping students.
- The **Blended Activities** section promotes student learning of multiple TEKS through hands-on, project-based, and/or problem-solving activities.
- Integration of FHA/HERO activities as appropriate throughout the instructional strategies and blended TEKS activities promotes student learning through relevance and application.

We strongly encourage you to:

- Read this section! Not only will it provide ideas for promoting active learning, but it will provide additional suggestions for saving teacher time and enhancing student learning and skills development.
- Link appropriate creative teaching techniques to specific instructional strategies in your Teacher's Instructional Guide.
- Adapt the instructional strategies and creative teaching techniques to fit your district needs, the needs and learning styles of your students, and your own teaching style.
- Add to this section! Resources that offer creative teaching ideas are readily available. Professional development conferences continually offer sessions that promote active learning, authentic assessment, varied learning styles, etc.

This section provides only a small sampling of creative ideas for teaching techniques!

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Creative Ideas

GROUP ACTIVITY/TEAMWORK

When to use: In activities where teamwork facilitates generation of ideas and higher-order learning. Working in groups also meets needs of students with global learning styles.

Skills reinforcement: Teamwork and leadership skills, communication skills, interpersonal skills

Methods of grouping students:
There are many methods of randomly assigning students to groups. Several examples are provided below. You can pick up other ideas through brainstorming, networking, and personal participation in group activities. (Note that methods will vary depending on the number you want in each group.) Dividing students into groups can be a quick way to inject some fun into an activity.

- Count Off. Have students count off 1 through however many groups are needed, repeating until all students have a number. Select a location for all "1s" to work, all "2s", etc.
  Variation – write the numbers on cards and have students draw.
- Geography.
  - For pairing students, have them draw cards with names of states and capitals. Students find the classmate with the matching state or capital.
  - Have students draw from cards with names representing geography sets, such as names of continents, oceans, countries, rivers, etc. Students will need to figure out what their name represents, and find the others with cards in the same set.
- Course content. (Similar to the above activity, except using concepts from the course.)
  - For pairing students, have them draw cards listing either elements and principles of design or corresponding definitions. Students find the classmate to match the term and definition.
  - Have students draw from cards representing nutrition sets, such as foods from different food groups. Students find others with cards in the same set.
- Famous Fictional Characters. Have students draw cards with names of characters from literature they have recently studied in Language Arts, famous fictional characters (such as characters from Peter Pan or The Wizard of Oz), well-known television shows, etc.
- Puzzles. Purchase or create puzzles, mix up the pieces, and have students find group members with matching puzzle pieces. Hint – if you have puzzles with more pieces than needed for group members, pull out the number of pieces needed for students to draw, leave the remaining pieces on the table where the group will meet, and have students circulate among tables until they find their correct puzzle and meet up with other group members.
- Deck of Cards. A deck of cards (or multiple decks) can be used in many ways to form various sizes of groups. Students can form groups based on suits, colors, face cards, or combinations (such as a full house or four-of-a-kind).
- Candy Flavors. Have students group according to flavors of candy or colors, for example, of M&Ms. This provides students with a nice treat also!
- Self-selection. Allow students to select their own group members. Have students group with students nearby, or find students with whom they have not recently worked.

GROUP ACTIVITY/TEAMWORK (Continued)

Suggestions for Effective Group Activities:
The size, structure, and function of a group will differ depending on specific objectives of the activity. Following are a few suggestions for helping students work most effectively in groups.

- Clarify expectations. Make sure all group members know what is expected of each person individually and what the group is expected to accomplish as a whole.
- Set time limits. Let groups know up-front how long they will have to work. If it is a lengthy activity, provide time checks periodically. Let groups know when they have one to two minutes remaining, and signal when time is up. Examples of signals include flipping a light switch, clapping, using a sound signal (bell, kazoo, train whistle, etc.), or playing music.
- Make individual assignments where appropriate to the activity. Possibilities include leader or facilitator, recorder, timekeeper, or runner.
- Emphasize the importance of each member's contributions, through participation, encouragement, focus on the task, and contribution to the final product. Build in individual accountability.

Build in individual accountability!
When participating in engaging, active learning experiences, is important that students understand that they are accountable for learning. It may be tempting for students, when working in groups, watching a video, or listening to a guest speaker, to view the experience more as a "fun activity" than as a learning experience. While the experiences are intended to be enjoyable, students need to understand that the underlying purpose is to enable them to acquire essential knowledge and skills.

Following are suggestions for building individual student accountability into group and teamwork activities, as well as classroom discussions, videotape viewing, guest speakers, educational tours, etc.

- Set the stage for learning. Frame each activity within the context of essential knowledge and skills students are expected to acquire. In other words, help them up front to see the relevance of learning activities.
- Structure the group to promote accountability. For example, each student within the group could be assigned a specific role. Or each member might be responsible for a specific part of the product. Provide a means of assessing each student's effectiveness.
- Vary the methods through which students report group findings and results. For example, if there is one "reporter," other group members may not feel as accountable as that designee. If, however, the teacher randomly calls on group members for reports, all members will need to be prepared. Provide an occasional variance by having group members return to their desks and write individual accounts of group results.

It should not be necessary to implement such suggestions for every activity. By varying the process, randomly calling on groups or individuals, occasionally requiring written accounts, etc., the teacher sends the message that students are individually accountable and need to be involved and attentive.

Creative Ideas

RESOURCE PERSONS (GUEST SPEAKER/PANEL DISCUSSION)

When to use: Good for providing information not readily available in textbooks, information that is new, or that which is best presented in a "real-world" perspective. With new information becoming available so rapidly, this method offers unique opportunities to provide students with the latest perspectives. It also provides students with opportunities to hear information straight from "experts," promoting credibility and relevance to students.

Skills reinforcement: This method provides rich opportunities for promoting a variety of skills. The following suggestions provide students excellent practice for improving and applying verbal, nonverbal, written, and electronic communication skills. Rotate these responsibilities throughout the semester so various students have an opportunity to perform different tasks. (The following suggestions can also save the teacher much time!)

- Have students help make initial contacts with the guest speaker or panel participants. Let students practice or role play making contacts via telephone or in person. Work with them to initiate and follow through on actual contacts.
- Have students introduce the topic and guests. Guide students in writing appropriate introductions for speakers or panel members. Make sure students are prepared to make the actual introduction before the presentation.
- Have one or more students write each participant a thank-you note expressing appreciation from the class. You may suggest that the note be handwritten and point out the appropriateness of personalized, handwritten thank-you notes. Or students may utilize computer applications to compose the note. Have students create a class letterhead for correspondence.

Suggestions for maximizing guest resources. Teachers have expressed that it is time-consuming to arrange for several guest speakers or panels each semester and that they do not want to call upon the same persons frequently. Use student participation as suggested above to save teacher time. Use technology to expand access to resource persons and to build a resource file for future reuse.

- Videotape the classroom presentation by the speaker/panelists. The videotape can be viewed by students who may have been absent and can be added to a resource file for use with later classes. This eliminates the need to arrange for several "live" presentations each semester. This is especially critical in small communities where the same "experts" would likely be called upon time after time.
- Utilize videoconferencing facilities to connect students in the classroom with the speaker/panelists in another location. Record the videoconference for review and reuse. This can be especially helpful in small communities where resource persons for various topics may not be available.
- Videotape or audiotape the resource persons at their locations, or audiotape (with permission) responses to information inquiries over the telephone.
  Alternative: have students conduct audiotaped interviews to solicit information and present the information in the format of a television newscast or documentary.

Creative Ideas

ORGANIZING AND PRESENTING INFORMATION: VISUAL DISPLAYS, BROCHURES/FLYERS, PRESENTATIONS

When to use: As students research and collect varied information, these techniques enable them creatively to compile and organize; to share information with classmates and potentially other audiences.

Skills reinforcement: Depending on how the activity is structured – communication skills (verbal, nonverbal, written, electronic); teamwork and leadership skills; interpersonal skills; management and problem-solving skills; organizational skills

Suggestions for effective visual displays and presentations:

- Incorporate the use of computers and technology applications where appropriate.
- Choose techniques that fit learning objectives; in some cases, that might best be students in groups writing ideas on large sheets of paper to be posted around the room. Or it may be a multimedia presentation to be presented at an all-school assembly.
- Some activities may best be done individually; some by groups. Consider learning objectives, as well as learning styles of students.
- Visual displays and presentations provide an opportunity for authentic assessment of student learning on a topic.
- Allow students to generate ideas for organizing and presenting information.
- Where feasible and appropriate, keep outstanding student products for future use.

Miscellaneous ideas for organizing and presenting information:

- listing of ideas on large sheets of paper
- display of items (i.e., sewing notions for clothing repair)
- graffiti mural where students take markers and share key points learned
- bulletin board
- overhead transparency
- *large index cards for recording information from research, interviews, observations, and bibliographic information from printed references
- *graphic organizers for effectively organizing ideas and research findings
- brochure/booklet describing information about a topic; Teaching Aid 95, ***Brochure Assessment***, provides a tool for evaluating the effectiveness of a brochure
- flyer/circular promoting key points related to a topic
- bookmark citing useful information about a topic
- newsletter
- oral presentation (vary through skit, monologue, or puppet presentation)
- written presentation
- poster presentation (sharing research findings)
- videotape presentation
- photo album or display
- multimedia presentation utilizing a combination of print and electronic media

* Detailed suggestions for compiling and organizing information are included in Appendices G and H of *Independent Study in Home Economics Education*, available from the Home Economics Curriculum Center. An example of a web diagram is shown in Teaching Aid 96, ***Web Diagram***.

Creative Ideas

CASE STUDIES AND SCENARIOS

When to use: As a tactful way to address sensitive issues. Allows students to express their views and examine the views of others in a non-judgmental manner around hypothetical, fictional situations.

Skills reinforcement: Problem-solving; creative and critical thinking; verbal, nonverbal, and written communication skills; leadership and teamwork skills

Case studies and scenarios are very similar in nature, and the terms are often used interchangeably. Both describe hypothetical circumstances and characters, and both set up a situation for analysis and application of problem-solving skills. As presented in this instructional guide, a case study provides more details about a specific situation and each character involved. A scenario is a brief synopsis of a set of circumstances or sequence of events.

Suggestions regarding case studies and scenarios:

- Where case studies or scenarios have been provided with the instructional strategy, read them to be sure they are appropriate for your instructional environment and local district policies. You may choose to adapt them or have students write new ones.
- Writing original case studies or scenarios is a good opportunity for students to create situations related to the topic that are most relevant to them. The writing experience also develops communication skills and provides TAAS reinforcement.
- Remind students that case studies and scenarios should be written as fictional.
- Newspaper articles and periodicals, such as parenting and family magazines, can provide stimulating ideas for case studies and scenarios.
- Case studies and scenarios can be presented in creative formats, such as that of an advice column or an "Ask an Expert" column.
- Use case studies and scenarios written by students to build a resource file for future use.

Creative Ideas

LISTENING TEAMS

When to use: To promote attentiveness during presentations by guest speakers or panels, videotapes, observation assignments, or other viewing/listening activities. Requires students to listen specifically for certain points or ideas.

Skills reinforcement: Communication skills, especially listening; leadership and teamwork

Suggestions for effective use of listening teams:
Prior to a presentation, lecture, or videotape, divide students into listening teams. Give each team a specific assignment or role, so they will know up-front what they need to listen for. Let students know they will be responsible afterwards for reporting to the class, in writing or orally, the results of their assignment. Examples of listening team assignments or roles include the following:

- Provide students with a list of topics to be covered. Assign each team one or more specific topic(s) for which to listen during the presentation. Have them summarize key points related to their assigned topic following the presentation.
- Have each listening team write questions related to an assigned topic prior to the presentation. Students must listen during the presentation for answers to questions they wrote.
- Assign each team a specific role during the presentation. For example, one team might prepare questions based on information presented, another might summarize the five most important points, another might identify issues for further discussion or clarification, etc.

DEBATE

When to use: When there are two sides to an issue – pros and cons, advantages and disadvantages, etc. Debate promotes critical thinking and requires students to research, look at all sides of an issue, and draw conclusions.

Skills reinforcement: Communication skills; critical thinking skills; research skills

Clarification and suggestions related to classroom debates are provided in Teaching Aid 8, ***Guidelines for a Classroom Debate***.

Creative Ideas

BRAINSTORMING

When to use: When you want students quickly to generate as many ideas as possible about a topic; to get ideas "on the table" before discussing or analyzing them. Useful when you want to begin with students' ideas or understanding about a topic.

Skills reinforcement: Communications skills

Suggestions for effective brainstorming:
Create an environment where students feel free to let ideas flow freely. The brainstorming process is not the time for discussing or critiquing input.

Brainstorming variations:

- Have a student volunteer record ideas as they are generated by members of the class.
- Have students work in small groups to brainstorm ideas on a topic. Lead group to take turns sharing ideas.
- Have individuals brainstorm ideas by writing them on small post-it notes. Then have students post the notes around the room. This works well when ideas later need to be categorized.
- Popcorn Planning: Have students think of themselves as part of a giant popcorn popper; have them jump up and share ideas as they come. Serve popcorn at the close of the lesson. (Idea from Janis P. Meeks, *Time to Teach* series.)

GAMES

When to use: Good when students need to learn or review facts and details. Provides a fun way to commit details to memory and practice recalling.

Skills reinforcement: Communication skills; interpersonal skills; games involving team competition promote leadership and teamwork skills

Suggestions for games:
Instructions for a Jeopardy game are provided in Teaching Aid 97, ***"Jeopardy" Game Instructions***. Ask students to suggest other game formats they would enjoy using, and let them develop the games and make up a clever title for each game. Writing clear instructions and verbally explaining them will be excellent practice of communications skills. The process of preparing questions or facts to be used in the game will require researching and reviewing content information, thus promoting learning.

Creative Ideas

INTERNET ACTIVITIES

When to use: In locating new, updated information; to enhance or replace information provided by references and textbooks, which may be outdated.

Skills reinforcement: Communication skills (written and electronic); research skills

The Internet provides hands-on opportunities for students to research information through a medium with which most of them are familiar. Following are miscellaneous suggestions related to creative use of the Internet in instruction:

- The convenience of Internet access will vary among school districts. Your students may have access to the Internet in various classrooms, in a computer lab or library, or in many of their homes. Assignments related to Internet research should be structured accordingly.
- Student skills in exploring the Internet will also vary (as will skills of teachers). You may want to invite a resource person to assist students with the first assignment involving Internet search, or plan an educational tour to a computer lab where students can conduct the assignment under supervision of someone with Internet expertise.
- Review common Internet terminology, such as terms defined on Teaching Aid 4, ***Internet Terminology***.
- Provide students with guidelines regarding Internet use and safety. Some accepted rules of conduct for Internet users are provided in Teaching Aid 5, ***Netiquette***.
- If the majority of students are not experienced in using the Internet, begin by assigning a specific Web site for them to visit for information related to a specific topic. Have students summarize key information learned from the Web site. If the site has hyperlinks, ask students to check them out to see what additional information the sites lead to.
- As students become more experienced, have them conduct Web searches, using available Web browsers or search engines. When students conduct Web searches, remind them to:
  - note what key words were used, most especially those that worked to locate information
  - take notes about the topic they are researching, and print out information as appropriate (Have students be sure to note on any printouts the Web address of the source. This is important for bibliographic reference, and to be able to return to the site later for clarification or further information.)
- It is also helpful to diagram the path of a Web search. Begin the diagram with the name and Web address of the browser used to search. Plot the name and Web address of each location along the path of the search. This will facilitate relocation of informative sites in the future.
- Use the expertise of students to teach other students, and even the teacher, Internet skills!

Creative Ideas

LET STUDENTS HELP!

When to use: To promote student involvement, provide an opportunity for skills development, capitalize on student skills and creativity, and save the teacher time! Also, since each teacher has a preferred learning style, involving students broadens the types of learning experiences to meet the needs of students with learning styles that differ from those of the teacher.

Skills development: Provides a multitude of opportunities for promoting various skills, including communication (verbal, nonverbal, written, and electronic); teamwork and leadership; interpersonal; management and problem-solving; organizational

The following are just a sampling of ideas for student involvement in planning and implementing instructional experiences. Be sure to work with students to prepare them to perform each task successfully. This may entail practicing or role playing situations in advance. And, of course, supervise students to ensure appropriateness and accuracy of information gathered.
Examples of tasks students can perform include the following:

- Make contacts to arrange for guest speakers or panelists.
- Help with classroom correspondence; for example, write thank-you notes to guest speakers, persons who helped with learning tours, and other supporters of class projects and activities.
- Write for information on topics or products. (Provide students with resource lists, or have them help conduct Web searches to locate sources of information on topics.)
- Audiotape or videotape interviews on location with resource persons.
- Videotape segments of movies or television shows illustrating relevant concepts.
- Provide CDs/songs that relate to the lesson (to be played in opening or closing a lesson, or to emphasize a specific point – good for global learners!).
- Perform Web searches.
- Clip newspaper articles relevant to lessons. (Create an "In the News" resource file for ongoing use.)
- Collect examples of items to reinforce classroom learning, such as food labels, appliance use and care manuals, clothing labels, credit card terms and solicitation letters, etc.
- Design bulletin boards.
- Help find cartoons, relevant or humorous quotes, anecdotes, and jokes relevant to topics.
- Develop games for use in learning or reviewing factual material.
- Write test or review questions on material covered.
- Develop project criteria and rubrics.

Resources

American Association of Retired Persons (AARP)
601 E Street, NW
Washington, DC 20049
(800) 424-3410
www.aarp.org

American Management Association (AMA)
1601 Broadway
New York, NY 10019-7420
(212) 586-8100
www.amanet.org

Don Aslett's Cleaning Center
P.O. Box 39
Pocatello, ID 83204
(800) 451-2402

Bureau of Labor Statistics
www.bls.gov

Career Information Center (13 Volumes), 1995. New York, NY: Macmillan Publishing Company.

Character Education Resources
www.charactereducationinfo.org

Children, Youth, and Family Consortium Electronic Clearinghouse
www.cyfc.umn.edu

Consumer Credit Counseling Services
cccs@cccsintl.org

Department of Housing and Urban Development
www.hud.gov/

Do Something
www.dosomething.org

Encyclopedia of Careers and Vocational Guidance (10th ed.), 1997. Indianapolis, IN: Jist Works, Inc.

Environmental Protection Agency (EPA)
www.epa.gov

E-Span
www.espan.com

Ethics Resource Center
1747 Resource Center, Suite 400
Washington, DC 20006
(202) 872-4762
www.ethics.org

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
(212) 465-2044
www.familiesandwork.org

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Federal Trade Commission
www.ftc.gov/

Future Homemakers of America, Inc.
1910 Association Drive
Reston, VA 20191-1584
(703) 476-4900
www.fhahero.org

Future Homemakers of America, Inc., 1998. *Career Connection.*

Future Homemakers of America, Inc., 1999. *Leaders at Work.*

Gober, Patricia, 1993. *Americans on the Move.* Washington, DC: Population Reference Bureau. (BUL48.3)

Home Economics Curriculum Center
Texas Tech University
Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
www.hs.ttu.edu/hecc

Home Economics Curriculum Center, 1992. *Effective Management of Multiple Roles.*

Home Economics Curriculum Center, 1997. *Skills for Life.*

Home Economics Curriculum Center, 1999. *Essentials for Home Economics Education: The Cornerstone.*

Hoover Home Institute
hoovercompany.com

JobWeb
www.jobweb.org

Maytag Appliances
403 West Fourth Street North
P.O. Box 39
Newton, IA 50208
www.maytagcorp.com

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Mine Safety and Health Administration
www.msha.gov

Resources - Continued

Monster Board
www.monster.com

National Council on Family Relations
3989 Central Avenue NE, Suite 550
Minneapolis, MN 55421
(888) 781-9331
www.ncfr.org

National Home Builders Association
www.nahb.com

National Network for Family Resiliency
www.nnfr.org

Occupational Safety and Health Administration (OSHA)
www.osha.gov

Online Career Center
www.occ.com/occ/

Population Reference Bureau
1875 Connecticut Avenue NW, Suite 520
Washington, DC 20009-5728
www.prb.org

Safety Online
www.safetyonline.net

The Soap and Detergent Association
475 Park Avenue South
New York NY 10016
www.sdahq.org

Texas Agricultural Extension Service
(Contact County Extension Agent - Family and Consumer Sciences)
www.fcs.tamu.edu

Texas Apartment Association
www.taa.org/

Texas Department of Health
www.tdh.state.tx.us

Texas Governor's Commission on People with Disabilities
P.O. Box 12428
Austin, TX 78711
(512) 463-5739
www.governor.state.tx.us/disabilities/disabilities_index.html

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Resources - Continued

Texas State Occupational Information Coordinating Committee (SOICC)
www.soicc.state.tx.us/

Texas Work and Family Clearinghouse
101 E. 15th Street, Room 416T
Austin, TX 78778-001
(512) 936-3228
www.twc.state.tx.us/svcs/workfamch/wfchp/html

Texas Workforce Commission
www.twc.state.tx.us/

Texas Young Lawyers Association
1414 Colorado Street, Suite 501
Austin, TX 78701-1627
(512) 461-1463
www.tyla.org

U.S. Department of Education, 1998. *Employers, Families, and Education*. Washington, DC: U.S. Government Printing Office.

U.S., Department of Labor (DOL)
www.dol.gov

U.S. Department of Labor, 1998. *Occupational Outlook Handbook*. Chicago, IL: Bureau of Labor Statistics.
www.bls.gov/ocohome.htm

U.S. Department of Labor, 1998. *O*Net Dictionary of Occupational Titles*. Indianapolis, IN: Jist Works, Inc.

The Management Process

Planning —
Assess the situation.
Determine available resources.
Decide on priorities.

Organizing —
Develop a schedule.
Compile resources.
Prepare to take action.

Implementing —
Put the plan into action.
Monitor it.

Evaluating —
Evaluate the completed project.
Assess successes and failures.

Developing Management Skills

1. Keisha got a job at a doctor's office as a receptionist to earn extra money. She is working 16-20 hours per week and found that she is interested in the medical field. She is a senior and has decided that she would like to go to medical school. However, working the extra hours has caused her grades to suffer, but she does not want to quit the job. She knows that in order to get into a college that offers a pre-med program, she will need to maintain her academic standing at school.

2. Joshua's mom is a single parent with three teenage children. She has received a promotion at work which includes a pay raise; therefore, her work load has significantly increased. Joshua is the oldest child. He has noticed that his mother is extremely tired after working extra hours and that she is having difficulty managing responsibilities at home along with her additional work responsibilities. Everyone in the family is stressed, irritable, and less patient with one another.

3. Celina's older brother was in a serious car accident and has been hospitalized for several weeks. Celina is a good student, but her teachers have noticed that her grades have dropped and that she has failed to turn in assignments in several classes. Celina has a part-time job after school and goes to the hospital to sit with her brother as soon as she gets off work. She is worried about the medical bills and her brother's recovery. There is a lot of stress at home as a result of this crisis.

4. Armando graduated from high school last year and moved into an apartment near the community college where he is enrolled in a restaurant and hotel management program. He works at a local restaurant during the day and attends classes at night. When he moved away from home, he was unaware of two things: 1) the high cost of independent living and 2) the amount of time needed for studying and preparation for class. He cannot quit his job because his parents only help him with his tuition, and he feels he is getting valuable career-related work experience. Armando is tired all the time and feels like all he does is work and go to school. He never sees his friends from high school anymore because he never has any free time.

5. Laurie's career is that of a full-time homemaker. She has always been an active volunteer in various community organizations, and now that her two children are both in school, she has accepted additional responsibilities. She recently was elected vice-president of the state Parent Teacher's Association, which will require several days of travel each month as well as extensive time fulfilling duties and preparing for meetings. Laurie is feeling stressed because she is finding it difficult to manage her home responsibilities as well as her new commitments. Her family has been supportive of her volunteer work, but they are noticing that she is stressed and that tasks she routinely has performed at home are not getting done.

How Do Families Promote Lifelong Learning?

❖ Families promote lifelong learning through family practices that encourage family members to do the following:

- Read a variety of age-appropriate materials.
- Watch news programs to stay abreast of national and international affairs.
- Learn new skills together.
- Participate in volunteer work, individually or as a family.
- Teach others new skills.
- Develop a family motto, such as "Learning Never Stops."
- Participate as a family in outings and projects that involve new experiences.
- Promote confidence and a "can do" attitude among family members.
- Take advantage of continuing education courses or seminars available through local educational or community organizations.
-
-

TA 4
TEKS 2A

Internet Terminology

AUP	*Acceptable Use Policy*; a written agreement signed by teachers, students, and parents outlining the terms and conditions of Internet use
Bookmarks	a list on your computer of your favorite Web pages
Browser	a special software program used to navigate the World Wide Web
Download	to copy information from another computer (Note: Upload means to send information to another computer.)
E-mail	Electronic mail; exchange of messages with people around the world over the Internet
FAQ	*Frequently Asked Questions*; files containing common questions asked and their answers
Home Page	the first page you see when you start your Web browser
HTML	*Hypertext Markup Language*; programming language used for creating Web pages
Hypertext	text on a Web page that contains links to other Web pages
Internet	the global computer network that connects millions of computers
ISP	*Internet Service Provider*; a company that provides access to the Internet through a phone line
Netiquette	rules of conduct for Internet users
URL	*Uniform Resource Locator*; the address used to locate a specific Web page
Web Page	a document stored on a computer that contains information and possibly graphics, sound, and even movies
Web Site	a university, government agency, or company that stores Web pages that you can view
WWW	World Wide Web; an Internet system that offers vast amounts of information

Netiquette

Netiquette is the accepted rules of conduct for Internet users. If you are going to use the Internet, you need to be aware of these rules:

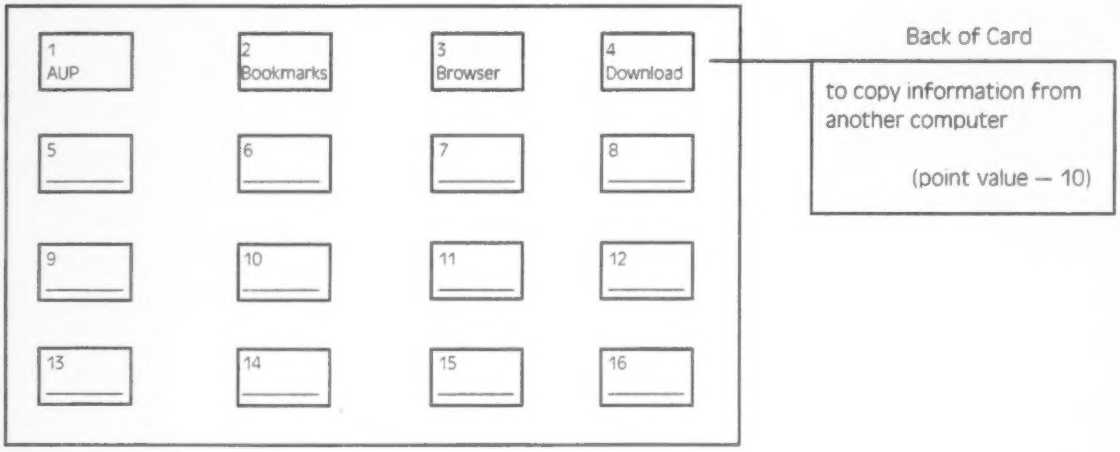
- Always remember that there is a person at the computer on the other end.
- The Internet is not private. Do not type anything that you would not show your boss, your teacher, your principal, or your grandmother.
- DO NOT TYPE IN ALL CAPS BECAUSE THAT IS CONSIDERED SHOUTING.
- Always complete the subject line when sending a message so that the receiver can identify your subject.
- When responding to a message, state what you mean. Avoid just yes or no responses.
- Do not ramble on with your communication. Stay on the subject at hand.
- Never write put-downs. Respect others and their viewpoints.
- Do not copy other people's messages without their permission.
- Avoid obscenities or any offensive language.
- Be careful with humor; others may not be able to tell when you are "just kidding." Use a "smiley" [:)] to show you are kidding.

TA 6
TEKS 2A

Internet Team Challenge

- Prepare the game board using Internet terms and definitions.
  Use sixteen 4x6 index cards.
  - Number the cards 1-16. On the front of each card, write the number and one of the Internet terms.
  - On the back of each card, write the definition for the term and a point value.

Note: Point values will vary, and students will not know how much each card is worth until the card is selected.


1 AUP
2 Bookmarks
3 Browser
4 Download
5
6
7
8
9
10
11
12
13
14
15
16
Back of Card
to copy information from another computer
(point value — 10)

- Divide the class into two teams, and have each team select a team captain.
- The team captain picks a number from the game board.
- The teacher reads the definition, and the team collaborates and answers with the term that corresponds to the definition. If the team answers correctly, they get the corresponding points for their score.
- The other team then chooses a number and so on. If the team answers incorrectly, the other team gets a chance to answer and pick a number for their regular turn. The team with the most points wins the game.
- Provide prizes, such as apples, for the winning team.

The Impact of Technology on the Family and the Workforce

	On the Family	On the Workplace
What are positive impacts of technology?		
What are negative impacts of technology?		
What are ways to counteract these negative impacts?		
What predictions can you make regarding the impact of technology in the 21st century?		

TA 7
TEKS 2B

GUIDELINES FOR A CLASSROOM DEBATE

Discussion, Disagreement, and Debate: What's the difference?

Discussion:
- People talking to reach conclusions, to give and receive information, or to express their ideas in an informal and unplanned manner.

Disagreement:
- A disagreement stems from a discussion when individuals' opinions, thoughts, and beliefs differ.
- Like a discussion, a disagreement is usually informal and unprepared.

Debate:
- Opposing viewpoints are presented in a balanced, well organized, and researched manner by individuals or teams to persuade others of their position.
- Participants must have evidence to support their viewpoint.
- A debate does not "prove" or "decide" an issue. The team that offers the strongest debate gives better information for their arguments and effectively addresses arguments from the opposing team.
- In a debate, teams do not "have" arguments, they "present" arguments.
- The team that is "for" the proposition is called the ***affirmative team***. The team that is "against" the proposition is called the ***negative team***.

Preparing and Conducting a Classroom Debate:

1. **Select a topic.**
2. **State a proposition.** A ***proposition*** is the statement of opinions, thoughts, or beliefs on a particular viewpoint.
3. **Select teams.** Select the affirmative and negative teams and a chairperson for each team.
4. **List arguments.** Each team should list their arguments, choose their four strongest arguments, and predict their opponent's four strongest arguments.
5. **Appoint speakers.** Team members can select speakers, or each team member can present one or more arguments.
6. **Research and prepare evidence.** Teams should research and prepare evidence supporting the arguments and prepare a summary statement. Information should not be shared with the other team.
7. **Rehearse the debate.** Teams should rehearse the debate, but the other team should not hear the rehearsal. Arguments should be covered from the least important to the most important.
8. **Conduct the debate.** Team members will state positions they feel are true and will take turns explaining why their position is right and the opponent's position is wrong. An equal number of people should speak in an established order for equal amounts of time.
9. **Present decision of audience.** An audience will listen to the debates and decide which team presented the strongest case for their team's arguments.

Adapted from: Parks, Sandra and Black, Howard. *Organizing Thinking: Graphic Organizers*. Pacific Grove, CA: Critical Thinking Press and Software, 1990.

Design Your Web Page

Welcome to the Web page of [*my name*]!

photo if desired

Personal Interests:
(things I like to do and to which I give special attention)

Personal Characteristics:
(adjectives that describe me)

Skills:
(things I am good at doing)

Help me match up my interests, characteristics, and skills with career options. What careers, or career clusters, would you suggest for me?

TA 9
TEKS 3A

TA 10
TEKS 3A

Self-evaluation of Personal Characteristics

Answer the following questions honestly to evaluate your personal interests and characteristics. Place a ✓ in the column to indicate your answer.

	Yes	No
1. Am I neat in my personal appearance and work?	☐	☐
2. Am I punctual?	☐	☐
3. Do I apply myself to the job without being easily bored or distracted?	☐	☐
4. Do I adapt to new and unexpected situations easily?	☐	☐
5. Can I work under pressure without becoming nervous and upset?	☐	☐
6. Do I have confidence in my abilities?	☐	☐
7. Am I emotionally stable and capable of taking things in stride?	☐	☐
8. Do I have enough initiative to be able to work on my own without waiting to be told what to do?	☐	☐
9. Are my job plans in keeping with my own capacities and the opportunities employers have to offer?	☐	☐
10. Do I have a sense of duty and responsibility?	☐	☐
11. Am I reliable? Could I be depended on to do a job satisfactorily?	☐	☐
12. Do I have the friendship and respect of fellow classmates and co-workers?	☐	☐
13. Do I cooperate with fellow classmates, siblings, and co-workers?	☐	☐
14. Do I cooperate with teachers and others in authority at home and at work?	☐	☐
15. Do I follow directions willingly and without argument because I respect authority?	☐	☐
16. Do I accurately carry out instructions?	☐	☐
17. Can I accept criticism without feeling hurt?	☐	☐
18. Do I ask questions about things I do not understand?	☐	☐
19. Do I complete a job once I start it?	☐	☐
20. Am I honest?	☐	☐
21. Am I a pleasant person to work with?	☐	☐
22. Do I like people?	☐	☐
23. Am I friendly and pleasant to be with?	☐	☐
24. Do I enjoy activities and projects that involve team work?	☐	☐
25. Am I interested in learning new skills?	☐	☐

If you answered yes to most of the questions, you are on the right track to be successful in many adult roles. You will need to acquire additional education, training, and skills related to your career interests.

If you answered no to a number of the questions, you may need to strengthen some of your abilities in order to be successful in many adult roles.

Compatibility of Interests, Characteristics, and Skills with Careers

List your top three interests as indicated by the formal interests inventory administered by your teacher or counselor in the far left column. Complete the worksheet by listing personal characteristics, skills, and career options compatible with your interests.

Interests	Personal Characteristics	Skills I Possess	Skills I Need	Career Options

TA 11
TEKS 3A

TA 12a
TEKS 3B

A Look Into Careers

Job Title: ______________________

What training or education is required? Where would you have to go to get the required education and training?

List the duties and activities that would be performed for this job.

Describe the work environment for this job.

What skills and talents are required for the job?

Relate your goals, interests, and priorities to this job. Why would you receive job satisfaction from this occupation? Would the job present conflicts with your goals, interests, and priorities? How?

What are the physical requirements for this job? (Examples: good physical health, vision, etc.)

A Look Into Careers, Cont'd.

What is the job outlook for this occupation and others in this field?

List the starting salary for this job. What opportunities exist for advancement in position and salary?

Discuss the rewards of this job such as salary, work schedule, travel, environment, etc.

What steps are you taking to prepare for this career?

Are jobs in this field available in the community where you live? If you must relocate, where would you have to go to find employment in this occupation?

Discuss the courses available in high school that will help prepare you for this career.

TA 13a
TEKS 3B

Outline for a Persuasive Letter

Writing Prompt (Topic statement or question):

Letter

Greeting ______________________:

I. State your position on the issue: (Use should, must, or ought in this first sentence.)

Give some background about your topic: (minimum of two sentences)

II. Topic sentence (What general idea are you trying to propose?):

A. (Reason #1)

(Elaborate with examples, statistics, or personal experiences.)

1.

2.

TA 13b
TEKS 3B

Outline for a Persuasive Letter, Cont'd.

B. (Reason #2)

1.
2.

C. (Reason #3)

1.
2.

III. Conclusion: (Restate your position on this issue. Urge support for your position, and state a solution if possible.)

TA 14
TEKS 3C

Family Support

Scenarios

①

Laurie is a single young woman living at home with her parents and two siblings. She works full time and takes night classes.

②

The Benavidez family is a family of four. Both parents work full time and their two teenage daughters work part-time and go to school.

③

Rosetta is a single parent working full time. She has a son who is a junior in high school and a daughter in the fifth grade.

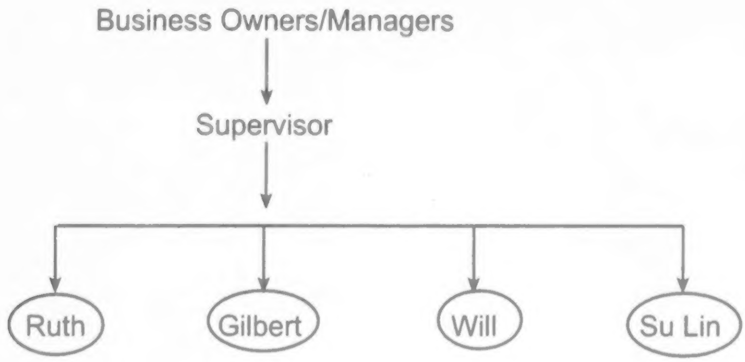
④

Martin is a single young man beginning his first full-time job in a large city several hours from his parent's home.

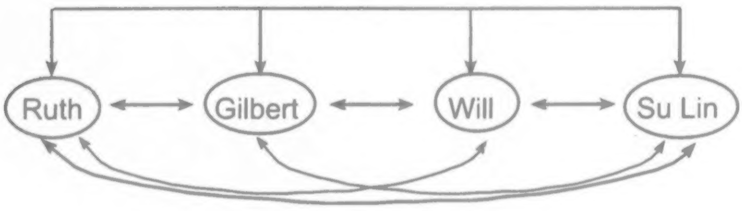
TA 15
TEKS 5A

What are Professional Relationships?

Between Employers or Supervisors and Employees

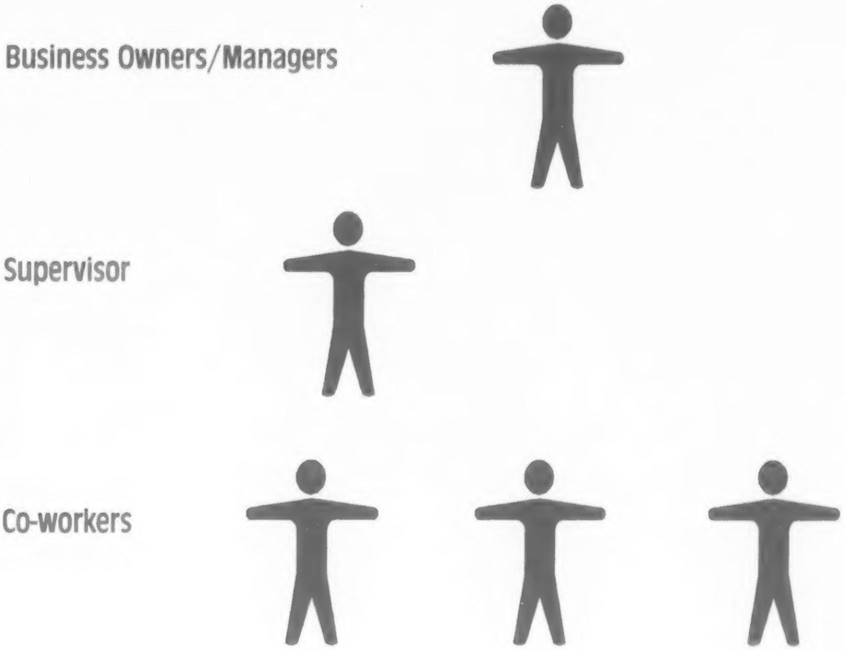

Business Owners/Managers
Supervisor
Ruth
Gilbert
Will
Su Lin

Among Co-Workers


Ruth
Gilbert
Will
Su Lin

TA 16
TEKS 5A

Successful Professional Relationships


Business Owners/Managers
Supervisor
Co-workers

A relationship is a feeling that exists between people who associate with each other. Every relationship is unique. Successful professional relationships involve respect, open communication, and an appreciation for differences in individuals and their viewpoints.

10 Tips for Building a Successful Relationship with Your Boss

1. Develop a business relationship with your boss, not a "buddy" relationship.
2. Maintain open and honest communication.
3. Strive to maintain a positive attitude toward your work.
4. Refuse to let a small disagreement turn into a major issue.
5. Admit mistakes and make corrections expediently.
6. Expect some challenging days at your work.
7. Select the right time to approach your supervisor with problems or special requests.
8. Never go over your supervisor's head without talking to him or her first.
9. Do not discuss your supervisor or employer in a negative way with others.
10. Maintain ethical standards at all times.

Positive and Productive Traits

- ✓ Accuracy
- ✓ Alertness
- ✓ Courtesy
- ✓ Empathy
- ✓ Flexibility
- ✓ Friendliness
- ✓ Honesty
- ✓ Initiative
- ✓ Kindness
- ✓ Loyalty
- ✓ Patience
- ✓ Responsibility
- ✓ Stability
- ✓ Sympathy
- ✓ Tactfulness
- ✓ Tolerance

Positive and Productive Traits, Cont'd.

Accuracy — the ability to be careful and consistently avoid mistakes

Alertness — the ability to understand instruction and meet changing conditions

Courtesy — the ability to be polite and considerate and to cooperate with others

Empathy — the ability to be aware of and understand another's feelings

Flexibility — the ability to adjust to meet new needs or changing situations

Friendliness — the ability to display a warm and outgoing attitude toward others

Honesty — the ability to show fairness and straightforwardness in conduct

Initiative — the ability to be a self-starter rather than waiting to be told what to do

Kindness — the ability to give respect and consideration to others

Loyalty — the ability to display faith and confidence in another person

Patience — the ability to bear provocation, annoyance, misfortune, and disagreement without complaining, loss of temper, or irritation

Responsibility — the ability to accept obligations, answer for one's conduct and actions, and deserve the trust or confidence of others

Stability — the ability to understand pressure and remain calm during crises

Sympathy — the ability to share the feelings of another, especially in sorrowful or troublesome situations

Tactfulness — the ability to do and say the right thing at the right time

Tolerance — the ability to have a fair and objective attitude toward individuals whose opinions, practices, race, religion, or nationality differ from one's own

Name ______________________

Class Period ___________________

TA 19
TEKS 5B

What's With the Positive Traits?

Directions: In the column on the left, list five of the positive and productive traits discussed in class. In the next two columns, explain how each trait affects family and job effectiveness.

Trait	Effect on the Famiiy	Effect on Job Performance

Attitude Makes a Difference!

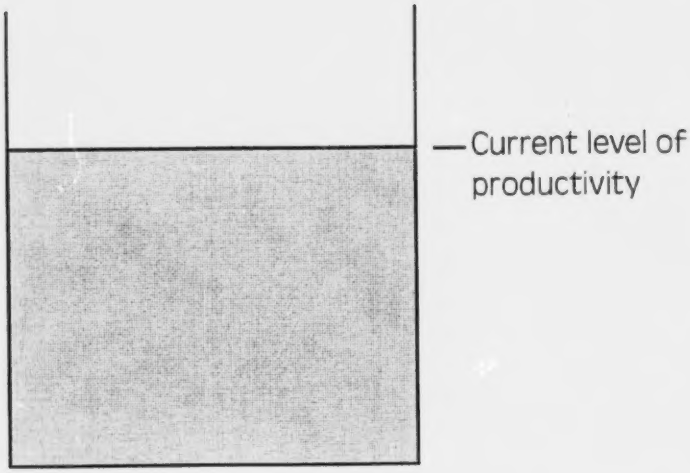
In the space below, write a brief scenario of a job or family situation where life takes an unexpected detour — providing the individual with an opportunity to respond negatively or positively.

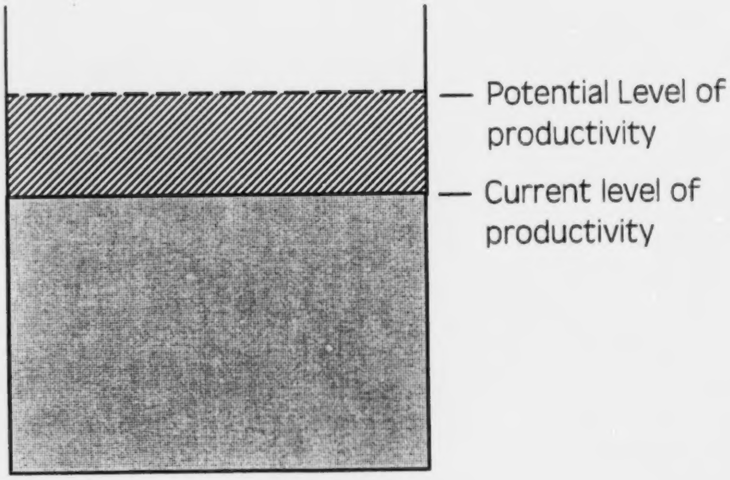
List responses the individual might choose that exhibit a negative attitude.

List responses the individual might choose that exhibit a positive attitude.

TA 21
TEKS 6A

People Productivity


Current level of productivity


Potential Level of productivity
Current level of productivity

❖ The difference between the current level of productivity and the potential level of productivity is called the **productivity gap**.

Listening Exercise

1. Read the following letter to the class:

Dear Ann Landers:

The letter you printed from the drug addict who blew $40,000 was interesting, but what about the ordinary smoker? A young acquaintance of mine, age fifteen, just started to smoke. For the fun of it, we did some calculating.

The premise was as follows: " A" and "B" are twin sisters. "A" smokes a pack of cigarettes every day from age fifteen to retirement at age sixty-five. Assuming the price of cigarettes ($1.50 a pack) will never go higher in fifty years, "A" will have nothing to show for this expenditure except a huge pile of ashes and butts and a pair of very black lungs — if she's still around, that is.

If "B," on the other hand, places her $1.50 a day in a relatively modest 8.75 percent, tax-deferred investment plan, at age sixty-five, she will have $435, 462 in cash and probably the good health to enjoy it. — R.J.S., Bridgewater, NJ

Reprinted from the Abilene Reporter-News, January 26, 1989.

2. After reading the letter, have students write the answers to the following questions:

1) How much money did the drug addict blow? ($40,000)

2) What age was the young acquaintance when she started to smoke? (15 years old)

3) What was the reason for doing the calculation in the story? (for the fun of it)

4) How many years did sister "A" smoke? (50 years)

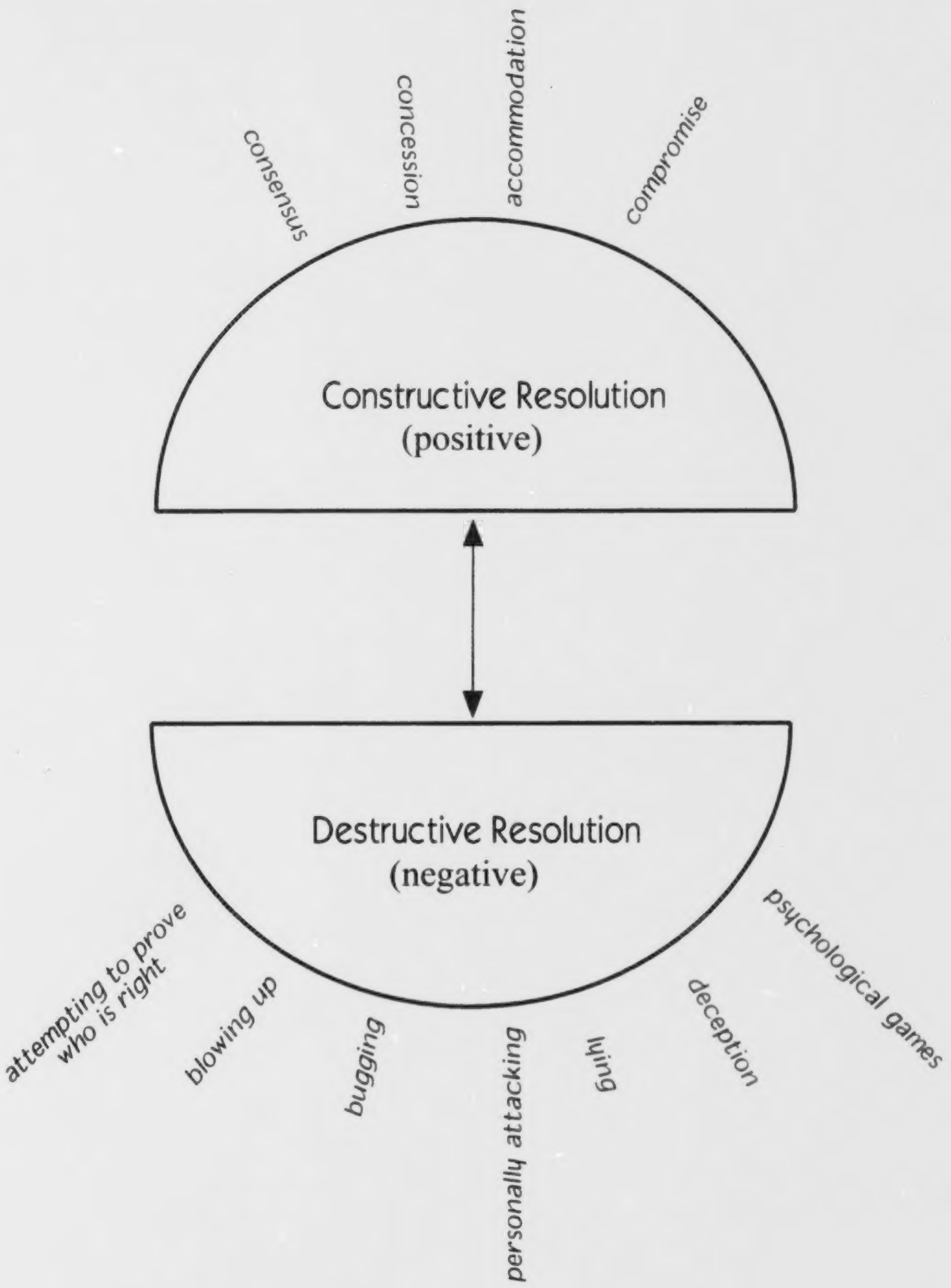
5) If sister "A" was still around, what did she have to show for her expenditure? (a huge pile of ashes and butts and black lungs)

6) What percent of interest did the story indicate was used to calculate the amount of interest earned? (8.75 percent)

7) At age sixty-five, what did sister "B" have to show for her investment? ($435,462 and good health)

TA 23
TEKS 6B

Methods Used to Resolve Conflicts


consensus
concession
accommodation
compromise
Constructive Resolution
(positive)
Destructive Resolution
(negative)
attempting to prove who is right
blowing up
bugging
personally attacking
lying
deception
psychological games

TA 24
TEKS 6B

Constructive Conflict Resolution

Consensus

Both individuals are able to see each other's point of view and choose a solution that is beneficial for both of them.

Concession

One individual agrees to accept the other's point of view in this instance.

Accommodation

Both individuals "agree that they disagree." They accept their differences and agree not to allow these differences to grow into major issues or problems.

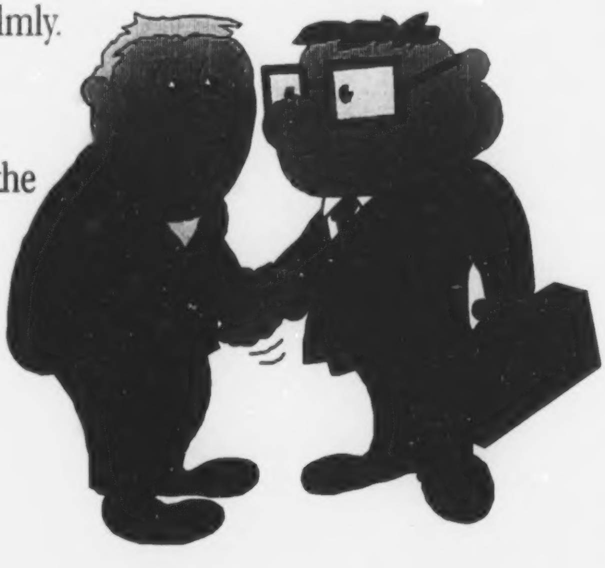
Compromise

Both individuals agree to find a satisfactory and acceptable solution to the conflict. In compromise, solutions are usually based on a combination of the different viewpoints or the parties agree to choose an alternative solution. No one wins; no one loses.

TA 25
TEKS 6B

Skills for Successful Negotiating

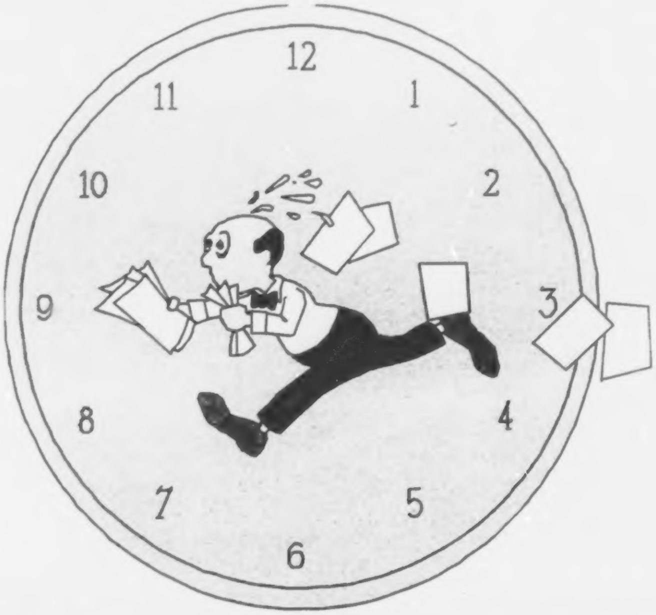
1. Be prepared with facts and information on the subject of the negotiation.
2. Set goals and limits.
3. Keep your cool. If the situation gets too stressed, take a "time out" to regain control.
4. Be a good listener.
5. Speak clearly and calmly.
6. Know when to close the negotiations.



Adapted from: *Negotiating for Dummies*. Michael C. and Mimi Donaldson. Southlake, TX: 10G Books Worldwide, 1996.

Time Thieves

- ✘ Failure to set goals and make plans
- ✘ Socializing
- ✘ Failure to say "no"
- ✘ Unscheduled interruptions
- ✘ Disorganization
- ✘ Procrastination
- ✘ Poor communication
- ✘ Fatigue
- ✘ Trying to do too much



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TA 27
TEKS 6C

Stress Management

Stress Management Self-Evaluation

(Check one answer for each statement)

1. RELATIONSHIPS AND COMMUNICATION WITH OTHERS	True	False	Sometimes
• I have people in my life with whom I can talk when I have a problem.	____	____	____
• There are people in my life who can rely on me for emotional support.	____	____	____
• When I express my views and feelings, others listen to what I have to say.	____	____	____
• I can listen to views which are different from mine without becoming upset.	____	____	____
• I can listen to criticism without becoming defensive.	____	____	____
• I enjoy spending time with family and friends.	____	____	____
Total number in each column:	____	____	____

2. WORK/SCHOOL	True	False	Sometimes
• I know what is expected of me at school/work, and I have the skills to accomplish the job	____	____	____
• I feel like I have enough time to do my job.	____	____	____
• I feel as though my opinions are valued at school/work.	____	____	____
• My school/work is interesting, so most of the time I can be absorbing my school/work.	____	____	____
• My teacher/supervisor is organized, competent, and fair.	____	____	____
• School/work demands and personal life are usually not in conflict. I have time for both.	____	____	____
• I practice time management techniques.	____	____	____
Total number in each column:	____	____	____

3. NUTRITION	True	False	Sometimes
• I eat breakfast regularly.	____	____	____
• I rarely skip meals.	____	____	____
• I limit coffee, tea, and caffeinated beverages to no more than two per day.	____	____	____
• I eat balanced meals and include fresh fruit, vegetables, whole grains, dairy, and protein products.	____	____	____
• I rarely eat more than one sugary snack a day.	____	____	____
• I know what I need in my diet to be optimally healthy.	____	____	____
Total number in each column:	____	____	____

4. RELAXATION	True	False	Sometimes
• I plan pleasurable activities into my daily schedule.	____	____	____
• I practice a relaxation exercise once each day (stretching, going for walks, etc.).	____	____	____
• My time is under control. I usually accomplish what I set out to do in a given day.	____	____	____
• Crisis, interruptions, or the needs of others don't usually keep me from taking time for myself every day.	____	____	____
• I vary my pace; I don't always need to eat, talk, or move rapidly.	____	____	____
• When things get too hectic, I have several ways of coping.	____	____	____
• I usually don't spend my leisure time feeling bored, restless, or guilty.	____	____	____
• My leisure time is important.	____	____	____
• I find time for vigorous exercise at least three times per week.	____	____	____
Total number in each column:	____	____	____

Review your answers in each category. If you score consistently in the "true" column, you are on your way to good stress management. Most of us will find areas we will want to improve this year. Take a moment to review your current "stress status" and set some personal goals.

I am likely to be overstressed by problems in the areas of the following:

____ relationships and communication
____ work/school
____ nutrition
____ relaxation

I want to begin by making improvements in the area of ______________________________

Stress Management Techniques

- Learn to manage time wisely in order to be productive.
- Discover more efficient methods of doing things.
- Set goals and prioritize tasks.
- Avoid overload; concentrate on one task at a time.
- Ask for help; delegate responsibilities to others when possible.
- Schedule rest, relaxation, and leisure activities for every day.
- Eat nutritious meals and get plenty of sleep.
- Exercise regularly and with a friend or family member, if possible.
- Schedule time to read a good book.
- Plan activities with friends and family just for the fun of it.

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TEKS 6D

STEPS IN DECISION MAKING

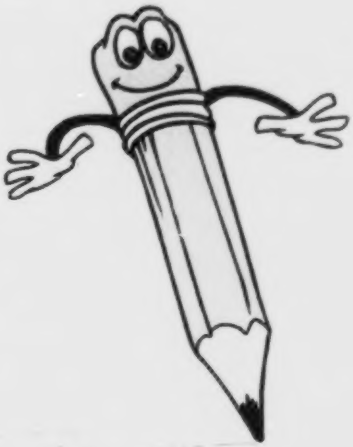
5. *Evaluate* the decision.

4. *Act* on the decision.

3. *Choose* the best alternative.

2. *List* all possible alternatives.

1. *Identify* the decision to be made or the problem to be solved.



Types of Goals

Short Term	less than one year
Intermediate	more than one year, less than five years
Long Term	more than five years

TA 31
TEKS 6D

Important Things to Remember about Goals...

- Goals are the aims an individual or family is trying to reach or the things an individual or family wants to achieve.
- Goals give individuals and families a direction and purpose.
- If individuals and families do not have goals, they become vulnerable to management problems related to money, energy, and other resources.
- When families share common goals, family harmony and individual satisfaction usually are enhanced.
- Recognize and accept limits; many people set unrealistic goals for themselves.

TA 32
TEKS 6D

Goal Setting

Directions: Practice setting and prioritizing goals by completing the following activity. Answer each question in the space provided.

1. List, in order of importance, five things you need to do during the next month. (Example: Clean out my closet.)

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________

2. List, in order of importance, five things you would like to accomplish within the next five years. (Example: Decide upon a major field of study in college for technical training or join the military.)

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________

3. Consider what you would like your life to be like in ten years. What changes must be made now to accomplish your goals? (Example: Begin earning money for college by working at a part-time or summer job.)

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________

4. List two goals for your future family. (Example: Research my family history.)

   1. ______________________________
   2. ______________________________

TA 33
TEKS 6D

Problem Solving

Recognize the problem.

Evaluate information needed to solve the problem.

Analyze choices and consequences.

Select the best choice.

Outline and implement a plan of action.

Note the results of your action.

TA 34a
TEKS 6D

Solving Problems Through Effective Reasoning

In order to reason through problems and find the best solution for self and others, it is important to consider many things about the problem, the situation, the possible solutions, and the consequences of your choice. The REASON model can help you work through complex problems. The components do not need to be used in the order given, but each component is important to the reasoning process.

Recognize the Problem: Problems can be very complex, and sometimes just identifying the problem itself can be a real challenge. Each problem has a unique context, and the context of the problem can influence the solution. At this point, it is important to consider what you really want to happen when this problem is resolved — in other words, determine your "desired ends." Ask yourself the following:

- What is the problem?
- Why is it important for me to address this problem?
- What is the context of this problem?
- What caused the problem?
- Who is involved?
- What factors about this problem will affect my decision about what to do (resources available and situational factors)?
- What goals do I have for the solution to this problem? What are the desired ends I want to achieve?

Evaluate Information Needed to Solve the Problem: Solving problems requires information about both facts and priorities. Information about facts includes the concepts and knowledge that will help you develop and evaluate choices. Information about priorities includes your personal priorities and the priorities of others involved who will help you decide which choice is best. Ask yourself the following:

- What factual information is needed?
- Where can I obtain this factual information?
- What are my personal priorities regarding this situation? Which of these priorities are most important?
- What are the priorities of others involved in this situation? How will those priorities influence my decision about what to do?
- What criteria will I use to decide which is best?

TA 34b
TEKS 6D

Solving Problems Through Effective Reasoning, Cont'd.

Analyze Choices and Consequences: There is always more than one choice involved in a problem. Sometimes there may be many choices. Even doing nothing about a problem is a choice. Each choice carries with it possible consequences, consequences for yourself and for others as well as both short-term and long-term consequences. Ask yourself the following:

- What choices are possible?
- What are the short-term and long-term consequences of each choice for myself and others?

Select the Best Choice: Making a decision about which alternative is best means evaluating each alternative against identified priorities and desired ends. Ask yourself the following:

- Which choice best reflects my priorities and the ends I desire regarding this problem?
- Which choice would result in the most positive consequences for myself and others?
- Which choice works best for this particular situation?

Outline and Implement a Plan of Action: Problems are not solved until a reasoned decision is put into action. Action requires careful planning. Ask yourself the following:

- What do I need to do to carry out this choice?
- What resources do I need to carry out this choice?
- How can I organize these various tasks to achieve this solution?

Note the Results of Your Action(s): Evaluating the outcome of your choice will help you determine if it was the best solution and will help you continue to develop your problem-solving skills. Ask yourself the following:

- Would I make the same choice again? Why or why not?
- What have I learned?
- How will this problem-solving experience affect my problem solving in the future?

TA 35
TEKS 6D

My Problem-solving Profile

Part 1 — Directions: What do you do when faced with problems? Place a check mark (✓) in front of those items that describe you as a problem solver.

_____ 1. I take time to think through problems before solving them.
_____ 2. I try not to think about problems, but just do the first thing that comes to mind when solving them.
_____ 3. I consider the context of the problem, several choices, and the consequences of those choices before solving the problem.
_____ 4. I usually ignore problems and hope they go away.
_____ 5. I try to get accurate, reliable information before solving the problem.
_____ 6. When solving problems, I usually just do whatever my friends do.
_____ 7. I consider the needs and feelings of everyone involved in the problem before choosing a solution.
_____ 8. I choose solutions that have the most positive consequences for myself and others.
_____ 9. I choose solutions that promote the well-being of myself and others.
_____10. I choose solutions that are workable for the short-term and long-term situations.

Part 2 — Directions: Based on your responses to the above items, decide which of the following problem-solving profiles best describes you:

Problem-Solving Profile A: A Nonreasoning Approach

A nonreasoning approach can take several forms. Nonreasoners might avoid or ignore problems. Other nonreasoning approaches include blindly accepting a solution, choosing a solution on impulse, choosing a solution out of habit, or solving the problem just like others have solved it. Items 2, 4, and 6 reflect a nonreasoning approach.

Problem-Solving Profile B: A Reasoning Approach

A reasoning approach means giving the problem some careful thought. Reasoners usually consider several alternatives and the consequences of those alternatives. The reasoning approach includes using factual and relevant information to solve the problem. The final solution is justified with criteria, and good reasons are given for the choice. Items 1, 3, 5, 7, 8, 9, and 10 reflect a reasoning approach.

Part 3 — Directions: What would you need to change about your problem-solving behavior to make the best decisions for yourself and others? Write three goals for becoming the type of problem solver you would like to be.

1.

2.

3.

Using the Reasoning Process

One way to make sure you are reasoning carefully through a problem is to record your thoughts about the problem and possible solutions. Use this worksheet to implement the REASON model for solving problems.

Recognize the Problem.

- State the problem to be solved.
- List factors about the context of the problem that will influence the solution.
- Identify desired ends for this problem.

Evaluate Information Needed to Solve the Problem.

- List factual information about this problem.
- List priority information about this problem.
- Identify the criteria that you will use to decide the best way to solve this problem.

Analyze Choices and Consequences.

Choices:	Consequences for Self:	Consequences for Others:

Select the Best Choice.

Choice: Criteria Met: Priorities, Desired Ends, Positive Consequences for Self and Others

Outline and Implement a Plan of Action.

Actions: Order in which to be Done: Completion Date:

Note the Results of Your Action(s).

- List reasons why your choice was or was not best for self and others.

- List what you learned from solving this problem.

TA 37
TEKS 6E

We Are a Diverse Population

◆ Individuals who make up our society and workforce differ in many ways. Examples of factors that contribute to diversity include the following:

- Age
- Ethnicity/Race
- Gender
- Priorities
- Education
- Disability
- Family
- Religion
-

- Work styles
- Language
- Aptitudes, skills, and abilities
- Learning styles
- Communication styles
- Political preferences
- Attitudes
- Culture
-

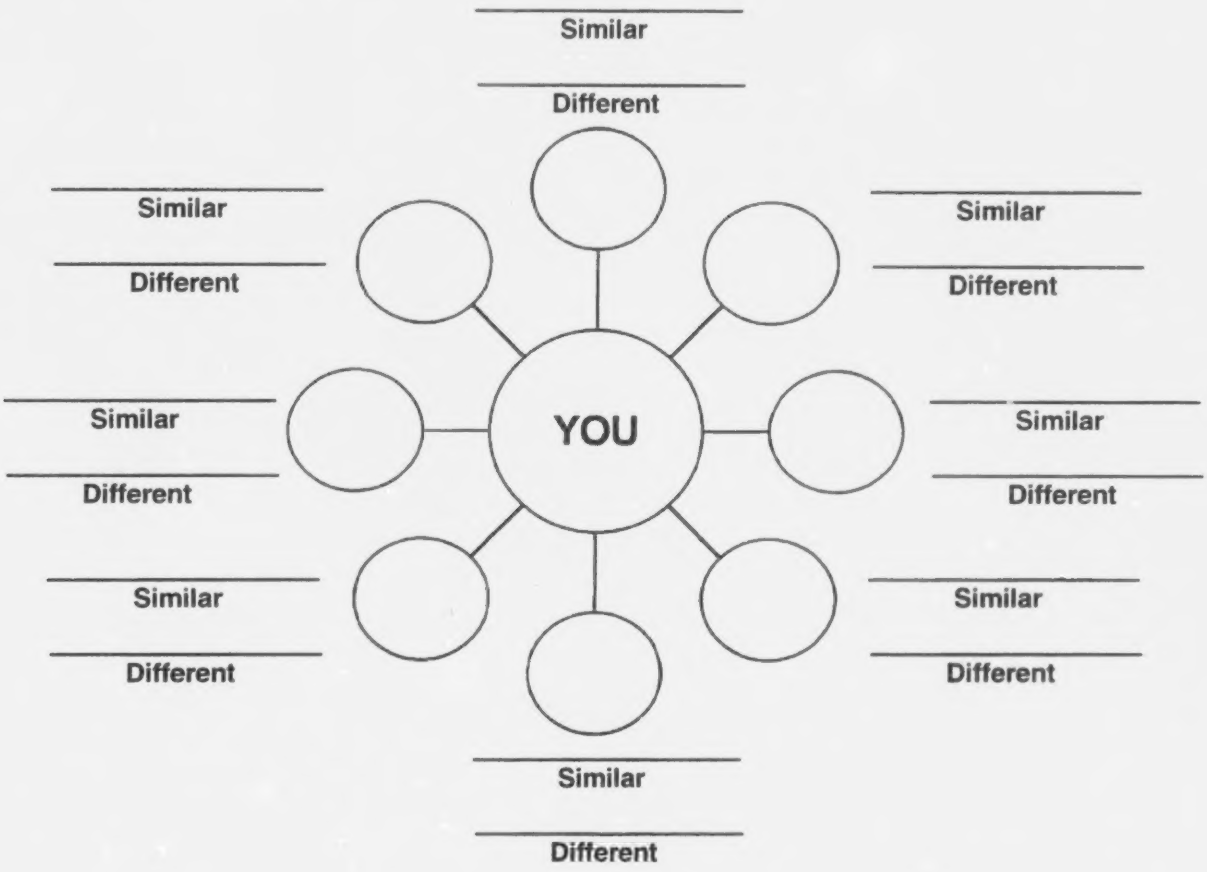
TA 38a
TEKS 6E

Exploring Same and Different

The workforce and our overall society are becoming increasingly diverse in many ways, such as age, gender, ethnicity, education, personal priorities, and disabilities. It is important to recognize and respond to individual differences. No one fits into just one group. Each person is a unique mixture of differences and each has unique needs that must be met.

Step One: Write eight things about yourself in the circles below, such as age, gender, ethnicity, education, etc. Include things that make you unique.

Step Two: From people in your class, get two signatures for each circle — one from someone who is similar to you and one from someone who is different.


Similar
Different
Similar
Different
Similar
Different
Similar
Different
YOU
Similar
Different
Similar
Different
Similar
Different
Similar
Different
Similar
Different

Adapted From: "Celebrating Difference," Essentials for Home Economics Education: *The Cornerstone*. 1999.

TA 38b
TEKS 6E

Exploring Same and Different, Cont'd.

Step Three:

1. Please answer the following questions:
    - Were there any subgroups where there was no one else like you?
    - Were there any subgroups where you and someone similar are a clear minority — different from the majority?
    - Are there ever situations that cause you to feel excluded because of that difference? Describe the situation.
    - What changes would you like to help you feel included and important?
2. Now, gather in small groups. Please share your answers with members of your group.
   Listen to others in your group and write any observations you have.
   Talk with your group about insights you have had from this exercise.
   Take notes on the back of this paper.
3. After everyone has answered these questions, choose a spokesperson to report back to the group.
4. As you listen to the group reports, think about this really tough question: Is there anything you do that might cause others to feel excluded? What can you do to make your world more diversity friendly?

All Change Begins With Awareness!

Grooming and Personal Appearance

The following guidelines are beneficial in the development of a positive and pleasing appearance:

- Stay aware of fashion trends and choose clothing that is fashionable, not trendy.
- Select clothing that fits properly.
- Have hair cut or trimmed on a regular basis in an appropriate style.
- If female, apply moderate amounts of makeup to a clean face.
- If male, shave and/or neatly trim beard or mustache.
- Choose sensible clothing that is appropriate for the employment situation.
- Keep hands cleaned and nails well manicured.
- Take a bath or shower daily and use a reliable deodorant.
- Maintain proper posture when sitting, standing, and walking.
- Wash hair as needed to maintain cleanliness, and style hair daily.
- Keep clothing clean, neat, and pressed (if needed).
- Make needed repairs to clothing on a regular basis.
- Select sensible shoes that are clean and in good repair.
- Make a habit of smiling.

TA 40
TEKS 6F

First Impression

Directions: Write a short paper about the type of impression you would like to make on employers and business associates. Include the following three parts: 1) the type of impression desired, 2) current habits or characteristics that would be an asset, and 3) changes you would need to make in current habits or characteristics.

Why Work in Teams?

▲ American business and industry leaders are encouraging teamwork and are looking for employees with skills in effective team membership. Here are some of the reasons why:

- A small group can solve problems more quickly and more creatively than one person acting alone.
- Team members can use combined talents and strengths to overcome each individual's weakness.
- Team members can rely on each other for encouragement to reach production or quality goals and for accountability to see that goals are reached on time.
- By working together, pooling skills and expertise, team members can more effectively adapt to change, which occurs so rapidly in the modern workplace.

TA 42
TEKS 6H

Characteristics of Effective Team Members

✓ Cooperates

✓ Participates

✓ Listens

✓ Encourages other team members

✓ Resolves conflict without anger

✓ Communicates ideas well

✓ Shares ideas and materials

✓ Enthusiastic

✓ Punctual

✓ Dependable

TA 43
TEKS 6H

Different Roles of a Leader

Directions: Fill in the blanks with roles of a leader.

Communicator

Friend

Problem-solver

Motivator

TA 44
TEKS 6H

Qualities of a Good Leader

Initiative

Good Appearance

Respect for Others

Willingness to Accept Responsibility

Strength of Conviction

Ability to Work with Others

Open Mindedness

Spirit of Service

Well Informed

Respected by Others

Ability to Communicate

Belief in Democracy

TA 45
TEKS 6H

My Performance As a Team Member

Name: ______________________________ Team # ____________________________

Directions: Under each statement below, place a check mark (✔) next to the answer or answers that best describe your performance as a team member in the previous activity.

1. I worked cooperatively with other team members . . .
    - ____ throughout the activity.
    - ____ about half the time.
    - ____ less than half the time.
2. I contributed to the group with . . .
    - ____ ideas.
    - ____ suggestions.
    - ____ effort.
3. I shared the work that was done.
    - ____ yes
    - ____ no
4. I encouraged other team members.
    - ____ I gave encouragement to all other team members.
    - ____ I gave encouragement to one or two other team members.
    - ____ I didn't give encouragement to any other team member.
5. I listened to other team members' ideas.
    - ____ yes
    - ____ no
6. When I did not agree with the other members . . .
    - ____ I tried to see their point and compromise.
    - ____ I insisted that I was right.

Source: *Career Investigation Instructional Guide.* Home Economics Curriculum Center, Texas Tech University, 1998.

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TEKS 6H

Group Teamwork Evaluation

Name: ______________________ Team # ____________________

1. Our team members worked cooperatively with each other . . .
   ____ most of the time.
   ____ about half the time.
   ____ less than half the time.

2. Member contributions —
   ____ Everyone in the group contributed ideas.
   ____ Two or three members contributed ideas.
   ____ Only one member contributed ideas.

3. The work to be done was shared . . .
   ____ by everyone.
   ____ by one or two members.

4. I encouraged other team members.
   ____ Team members said positive things to encourage each other.
   ____ Most comments between team members were negative.
   ____ Team members did not say positive or negative things to each other, we just talked about the work.

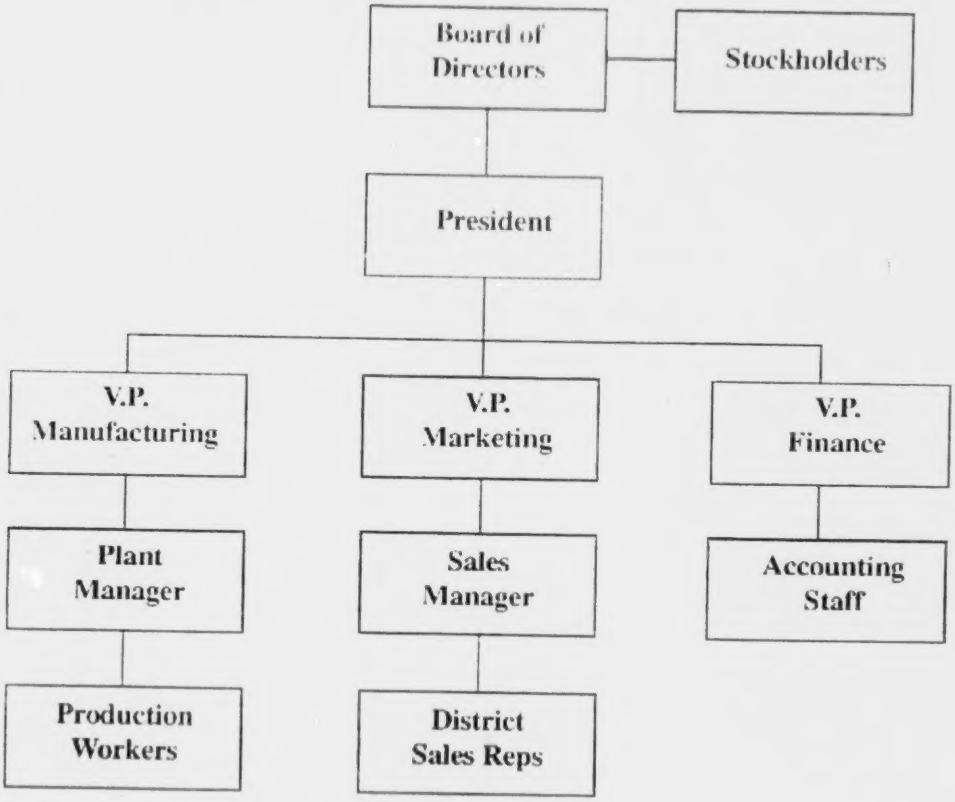
5. When a team member was talking . . .
   ____ everyone was listening.
   ____ it was hard to get the group's attention.

6. When we didn't agree . . .
   ____ we found a way to compromise and everyone kept working.
   ____ one person's idea was used, but in a way that made everyone comfortable and we all kept working.
   ____ one person's ideas were used, but others felt left out.

Source: *Career Investigation Instructional Guide.* Home Economics Curriculum Center, Texas Tech University, 1998.

TA 47
TEKS 61

Typical Flow Chart of Authority and Responsibility


Board of Directors
Stockholders
President
V.P. Manufacturing
V.P. Marketing
V.P. Finance
Plant Manager
Sales Manager
Accounting Staff
Production Workers
District Sales Reps

BEST COPY AVAILABLE

TA 48
TEKS 6J

Where Do You Look for Jobs?

1. School Personnel
    - counselors
    - teachers
    - high school or college job placement office

2. Network of Family and Friends
    - a list of family and friends who can help you with job leads in the fields where you have interest
    - entrepreneurs you know

3. Employment Agencies
    - people seeking jobs meet with counselor at the employment agency; the counselor contacts various employers
    - private employment agencies— operated by people trying to make a profit
    - public employment offices — operated by federal or state government with free services; e.g., Texas Workforce Commission

4. Newspaper
    - "help wanted ads" with information on salary and job responsibilities
    - profile of local business community — growing businesses, employment trends, and announcements of promotions

5. Government Offices
    - city, county, regional, state, or federal levels

6. Job Postings by Employers, Professional Organizations, or Trade Publications
    - Go to Web sites for big businesses and professional organizations.
    - Trade publications may list positions available for employment in specific career concentrations.

Securing Employment

Developing a Personal Resumé
Suggestions include the following:

- Obtain samples of resumés to share with the class. Ask your Home Economics teacher, Business Education teacher, or guidance counselor for help in locating samples.
- Develop a list of tips for preparing resumés.
- Use a resumé-writing software program to develop an example of effective resumés. Share the samples and software information.

Writing a Letter of Inquiry
Suggestions include the following:

- Use Teaching Aid 50, ***Letter of Inquiry***, to explain the purpose of a letter of inquiry and to provide tips for writing one.
- Provide samples of letters of inquiry for classmates to analyze.
- Have each student compose a letter of inquiry for a selected job.

Completing a Job Application
Suggestions include the following:

- Obtain sample copies of application forms for classmates to see. (Check with your Home Economics teacher, Business Education teacher, guidance counselor, or local employers for samples.)
- Use Teaching Aid 51, ***Completing an Application Form***, to provide tips for completing job application forms.
- Provide an opportunity for classmates to practice completing application forms.

Interviewing for a Job
Suggestions include the following:

- Use Teaching Aid 52, ***Job Interview Pointers***, to discuss suggestions for successful job interviews. Ask students who have participated in job interviews to comment and add additional pointers.
- Ask students to identify a job that coincides with career interests and to anticipate questions that might be asked in an interview. Let students role-play practice interviews, where students have an opportunity to practice answering the questions in a simulated interview situation.
- Obtain copies of "Job Interview FAQS (Frequently Asked Questions)," a reproducible resource on page 78 of *FHA/HERO Career Connection* publication.

Writing a Follow-up Letter
Suggestions include the following:

- Review information from Teaching Aid 53, ***The Follow-Up Letter***, with classmates. Discuss when it would be appropriate and beneficial to send a follow-up letter after an interview.
- Compose several examples of follow-up letters for students to critique.
- Prepare a good example of an effective follow-up letter for students to file in their Employment Resource Files. Ask a teacher or career guidance counselor to edit and approve the letter.
- Have each student practice composing a follow-up letter.

TA 50
TEKS 6J

Letter of Inquiry

▲ A letter of inquiry is an initial letter written to an employer to inquire about applying for a job. Following are suggestions for writing a letter of inquiry:

- Give the **title of the job** for which you are applying. If you learned about the job through a newspaper ad, be sure to reference the **name and date of the newspaper**. The employer may be running more than one ad and will want to know which one you are answering.
- Briefly describe your job **qualifications and experience**, focusing on things you have done that would qualify you for the advertised position. You want to let the employer know why you would be a good candidate for the position.
- If you have no work experience, mention **volunteer experience**, **special interests**, or **anything about you that would convince the employer** that you are qualified for the job.
- **Offer to provide references** or additional information upon request.
- End the letter by **asking for an interview** and letting the employer know **where to call you**.

An Important Note:
Be sure to respond to a newspaper advertisement as soon as possible. If you delay, you may miss out on a job opportunity.

Source: *Career Connections Instructional Modules*, Home Economics Curriculum Center, 1998.

TA 51
TEKS 6J

Completing an Application Form

▲ Hints for completing application forms:

- Read the entire form before starting to write.
- Follow directions carefully.
  1. Note whether the information is to be typed, printed, or handwritten.
  2. If asked to print or handwrite, always use a pen.
- Write clearly and neatly.
- Answer questions as briefly as possible.
- Be honest.
- Answer all questions. (If a question does not apply to you, write "N/A" for "not applicable." This shows that you did not overlook it.)
- If you have completed a resumé, take it with you; it will ensure that all the information is correct and complete.
- Read over the completed form when finished; make sure every blank is filled.
- Avoid cross-outs and too many erasures.
- Use the word "open" for questions about salary. Putting down an amount could land you a salary below what was planned for or cause the employer to lose interest because of too high an amount. Discuss salary with the employer at the proper time during the interview.

Adapted from: *Career Connections Instructional Modules*, Home Economics Curriculum Center, 1998.

Job Interview Pointers

1) Dress appropriately; be neat and clean.

2) Wear well-pressed clothes. The type of clothes depends on the job situation.

3) Go ALONE to your interview.

4) Arrive a little ahead of time. If you cannot keep the interview, be sure to notify your prospective employer.

5) Be courteous to the receptionist.

6) Watch your posture in the waiting room as well as during the interview.

7) Do not chew gum or smoke.

8) If your possible employer offers to shake hands, make your handshake firm.

9) Be yourself, but even if you are uneasy, try to smile.

10) Do not be so casual that you appear uninterested in the job.

11) Listen carefully; answer questions thoughtfully. Be aware of talking too much or too little.

12) Give accurate and complete information. Have your personal data sheet with you so you can give dates of previous work and other information easily.

13) Be prepared to ask some intelligent questions about the work and situations on points of interest to you.

14) If you DON'T get the job — keep a good attitude. Try to leave such a good impression that the firm might want to call you if another job opening occurs.

The Follow-Up Letter

▲ A follow-up letter is written to an employer after a job interview for the following purposes:

- to show appreciation to the employer for the interview
- to express your continued interest
- to take the opportunity to sell yourself a little more
- to strengthen your possibilities of getting the job

▲ A follow-up letter should be neatly typed with no grammatical errors or misspellings. It should be written in an acceptable business letter format and presented in an organized manner.

- Thank the interviewer for the chance to interview with the company.
- Restate the qualifications (education and/or experience) which you feel will help you get the job.
- Give your telephone number and the hours of the day that you may be reached in case any additional information is required of you.
- Close the letter in the correct way.
- Sign the letter in longhand.

Adapted from: *Career Connections Instructional Modules*, Home Economics Curriculum Center, 1998.

Terminating Employment

There are many reasons to **terminate**, or leave, a job. Sometimes employees have good reasons for leaving a job; however, often decisions to terminate employment are made hastily and without using sound judgement and decision-making skills. The decision to terminate a job should be made very carefully. When an individual decides to leave a job, he or she should try to leave on good terms with the employer.

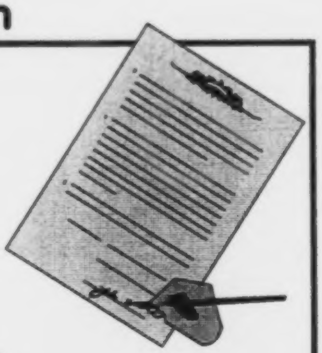
Guidelines for positive termination include the following:

- A notice of intent to leave a job should be given to the immediate supervisor.
- A letter of resignation (a written notice) is preferable and should be prepared if required by company policy.
- Notice of termination should be given soon enough for the employer to find a replacement by the time the job is vacated, if possible.
- It is customary to give at least a two week notice; a four week notice is preferable if paid once a month.
- It is important to keep copies of all correspondence related to employment and termination.

Writing a Letter of Resignation

Tips for writing a letter of resignation include the following:

- State the exact date which you expect to be your last day of employment.
- Thank the employer for his or her help during your employment with the company.
- Give a brief explanation of why you are leaving, unless it is not appropriate due to a dispute, disagreement, etc.
- Write the letter in a business format. Be neat and sincere.



TA 55
TEKS 6K

IMPROVING YOUR COMMUNICATION SKILLS

Positive Communication

- good posture
- a pat on the back
- pleasant greetings
- a smile
- eye contact
- a nod
- pleasant facial expressions
- quiet voices
- relaxed atmosphere
- patient responses
- praise
- a caring attitude

Negative Communication

- stiff, tense, or uptight posture
- an angry look
- no eye contact
- rolling eyes
- tense facial expressions
- loud voices
- tense atmosphere
- criticism
- little or no praise
- a feeling of distance

TA 56
TEKS 6K

Communicating Differences

Directions : Read each statement and rate your position according to the choices below:

A. Strongly agree
B. Mildly agree
C. Mildly disagree
D. Strongly disagree

SA	MA	MD	SD	
A	B	C	D	1. Adults do not understand children.
A	B	C	D	2. Grandparents should save their money for retirement, rather than help their grandchildren with college expenses.
A	B	C	D	3. When people get old, their children should take care of them.
A	B	C	D	4. It is good for boys to play with dolls and for girls to play football.
A	B	C	D	5. Young people use more drugs (including alcohol) than they did 10 years ago.
A	B	C	D	6. Being young is better than being old.
A	B	C	D	7. The happiest people are the richest people.
A	B	C	D	8. Schools should allow teachers to spank disruptive students.
A	B	C	D	9. Computers are hurting more than helping our lives.
A	B	C	D	10. People should make friends with people both younger and older than they are.

Couper, D.P. Principal Author. (1992) *Schools In an Aging Society: A Guide for Pupil Personnel Specialists.* Hartford: Connecticut Department of Education and Department on Aging. Distributed by Center for Understanding Aging, Box 246, Southington, CT 06489.

Electronic Resumés

Advantages	**Disadvantages**
• The use of an electronic resumé may permit the job applicant to "connect" with certain jobs before they are widely advertised. • The electronic resumé containing certain keywords or "descriptors" may automatically list the applicant as a prospect with companies doing electronic searches. • The electronic resumé may increase the job applicant's exposure to employers. • Electronic resumés can be accessed quickly by companies and employers with job openings.	• Electronic resumés cannot tap into unadvertised jobs. • Electronic resumés offer no personal representation. • A company resumé search using keywords or "descriptors" may quickly eliminate some qualified job applicants. • Electronic resumés can lead to premature disqualification due to the use of fixed format data.

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TA 58a
TEKS 7A

Texas Work and Family Clearinghouse

Mission

The Texas Work and Family Clearinghouse is committed to helping Texas employers attract and retain a diverse workforce through the promotion and support of dependent care policies and programs in the workplace and community.

Background

When family and work responsibilities collide, the resulting pressure can overwhelm even the best employees. Given the growing number of caregivers in the workforce, it is not surprising that forward thinking corporations and state governments have begun to realize that positive work and family policies are good business.

Because the demographics of the workforce have changed, employers are beginning to look at new ways to attract and retain employees and add new programs to provide an environment in which employees can do their very best work. The need for child care is increasingly acute because affordable, dependable child care gives parents access to the workforce. Although women have traditionally assumed the role of caregiver, an increasing number of men report feelings of conflict between work and family life. Until recently, most employer's exposure to work/family issues was limited to child care. Today, employers are beginning to respond to another important family responsibility, the care of elderly relatives and other dependent adults.

History

In 1987, the Texas Legislature responded to the need for dependent care information by creating the Child Care Resource Clearinghouse. The Legislature authorized this new program to develop expertise and provide technical assistance to state agencies and to private and public employers regarding options for offering child day care as an employee benefit. The scope of this mission was expanded in 1991 when the Legislature replaced the Child Care Resource Clearinghouse with the Work and Family Policies Clearinghouse. The Clearinghouse was mandated to provide information concerning technical assistance, dependent care and other employment-related family issues to public and private employers, state agencies, policy makers, and individuals.

The Clearinghouse provides public and private employers, state agencies, policy makers, and individuals with technical assistance and information about dependent care and other employment-related family issues. Through local Texas Workforce Commission offices, the Clearinghouse serves job applicants with a computerized database listing dependent care information and referral services and helps employers by providing information about options for dependent care assistance. It conducts and compiles research on elder care, child care, and other employment-related family issues in Texas. The Clearinghouse also administers state and federal

Texas Work and Family Clearinghouse, Cont'd.

grants supporting school-age child care and dependent care information, resource, and referral. These grants support the Texas Work and Family Clearinghouse goal of assisting the development of child care resources in the workplace and community. The Clearinghouse is assisted by a twelve-member private sector advisory committee appointed by the Administrator of the Texas Workforce Commission.

For more information about the following:

- Clearinghouse Resource Library
- Dependent Care Information and Referral Database
- Current Issues in Child Care
- Demographics and Statistics
- Elder Care Issues
- Employer Policy Options
- Model Programs
- On-Site Child Care
- Resource and Referral
- Work/Family

Call or write:

Texas Work & Family Clearinghouse
101 E. 15th Street, Room 416T
Austin, Texas 78778-0001
Phone: 512/936-3228
Fax: 512/936-3255
E-mail: workfamily@twc.state.tx.us
www.twc.state.tx.us/svcs/workfamch/wfchp.html

TA 59a
TEKS 7A

Fifty Things Employers Can Do to Support Families in the Workplace

Initial Steps

1. Assessment of employee needs, via a survey or focus groups
2. Organization of a work and family committee or task force
3. Training of managers/supervisors to be sensitive to work/family issues

Work Time and Workplace Policies

4. Flex-time
5. Compressed workweek
6. Job sharing
7. Part-time employment (with pro-rated benefits)
8. Overtime flexibility
9. Family-compatible work schedules - predictable and flexible
10. Telecommuting/work at home

Leave Policies

11. Parental leave
12. Use of sick leave when children/ spouse/elderly dependents are sick
13. Leave sharing (individuals)
14. Leave bank (accrual of sick leave)
15. Leave for weather emergencies
16. Leave for school conferences and events/other family-related reasons
17. Bereavement leave

Information Policies/Programs

18. Published information on supportive family policies and programs
19. Positive family statements in company credo/objectives, strategic plan/annual report
20. Child care/elder care information & referral service
21. Child care/elder care handbook/ guidebook
22. Seminars on parenting/"latchkey" children/aging and elder care
23. Prenatal education and monitoring
24. Library on parenting and aging issues
25. Working parents' newsletter
26. Information on dependent care tax credits
27. Seminars on "latchkey" children

Telephone Access Policies

28. Telephone access for routine/ emergency family calls
29. Telephone calls home from business trips

Counseling Policies/Programs

30. Employee assistance plans
31. Stress reduction seminars
32. Relocation assistance for working spouses
33. Family support services after workforce reductions or plant closings

Financial Support

34. Flexible benefit plans, including dependent care
35. Pre-tax salary reduction plans for dependent care
36. Employer negotiated discounts at local dependent care centers
37. Prenatal/neonatal/well-child health insurance
38. Reimbursement for extra dependent care costs for travel, night, or overtime work
39. Support for "latchkey" programs

Child Care Services

40. On-site child care center
41. Near-site child care center, alone or with a consortium
42. Vouchers for slots in outside child care centers
43. Sick/emergency child care assistance
44. School vacation camps for children and youth

Other Policies and Programs

45. Recruitment interviews that address family concerns
46. Termination interviews to assess work/ family needs/problems
47. Training for family day home child care providers
48. Donations, scholarships, volunteer efforts, fixtures, and supplies to dependent care providers/agencies
49. Get developers to include child care space where you rent
50. Advocate for positive work and family public policies at city, county, state, and federal levels

Fifty Things Employer Can Do to Support Families in the Workplace, Cont'd.

This list is an adaptation of "Family-Oriented Policy and Program Options for Employers" by Jean D. Linehan, Assistant to the President and Manager, Work and Family Programs, The Bureau of National Affairs Inc., Washington, D.C.

For more information, contact the **Texas Work & Family Clearinghouse** at
101 E. 15th Street, Room 416T
Austin, Texas 78778-0001
Phone: 512/936-3228
Fax: 512/936-3255
E-mail: workfamily@twc.state.tx.us
www.twc.state.tx.us/svcs/workfamch/wfchp.html

TA 60
TEKS 7B

Family Friendly Policies

✔ Child Care Options

✔ Dependent Adult Care Options

✔ Employees Assistance Programs

✔ Flexible Work Hours/Schedules

✔ Holidays

✔ Insurance Options

✔ Job Sharing

✔ Paid Vacations

✔ Parental Leave

✔ Savings and Retirement Options

✔ Sick Leave

✔ Telecommuting

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TA 61a
TEKS 8A

Working Partners Initiative

Directions: By using information from the Internet search, answer the following questions in complete sentences.

1. What is the mission statement of Working Partners for an Alcohol- and Drug-Free Workplace?

2. What federal agency sponsors Working Partners for an Alcohol- and Drug-Free Workplace?

3. Why is Working Partners designed primarily for small businesses?

4. Companies that have implemented and maintained a well-balanced, comprehensive substance abuse program have had significant decreases in what four personnel issues?

5. What three aspects of business have seen significant increases?

6. What kinds of educational materials are available from Working Partners?

7. What are some of the contributions that programs such as Working Partners for an Alcohol- and Drug-Free Workplace can make to employers and their employees?

TA 61b
TEKS 8A

Working Partners Initiative
Answer Key

1. The mission statement of the Working Partners for an Alcohol- and Drug-Free Workplace is to help American companies maintain safe, healthy, and productive workplaces.

2. Working Partners for an Alcohol- and Drug-Free Workplace is sponsored by the U.S. Department of Labor.

3. Over the past decade, large businesses have increasingly instituted substance abuse programs to respond to the problems created by alcohol and other drugs in the workplace. Small businesses have been less responsive; therefore, Working Partners is designed to help them respond more effectively.

4. Companies that have implemented and maintained a well-balanced, comprehensive substance abuse program have noticed a decrease in absenteeism, accidents, worker's compensation claims, and health care costs.

5. Companies have seen an increase in productivity, employee morale, and business profits.

6. Educational materials available include printed materials such as fact sheets, posters, and resource lists; video and manuals; public service advertisements; and the Substance Abuse Information Database (SAID).

7. Answers may vary. They may include establishing a program in the workplace does more than rid the workplace of substance abuse, it significantly contributes to the creation of alcohol and drug-free families, schools, and communities. Working Partners serves as a valuable educational resource for employers and employees in their fight against alcohol and drug abuse in the workplace.

Facts and Figures About Drugs and Alcohol in the Workplace

▲ The good news is that results from recent national surveys indicate that the rate of overall substance abuse has not increased over the past several years. However, there are still nearly 14 million Americans who are current illicit drug users, and nearly three-quarters of these users are employed in American businesses.

Consider the following data:

- More than six percent of the population over 12 years of age (13.9 million people) has used drugs within the past thirty days. Rates of use remain highest among persons aged 16 to 25 – the age group entering the workforce most rapidly.

- Seventy-three percent of all current drug users aged 18 and older (8.3 million adults) were employed in 1997. This includes 6.7 million full-time workers and 1.6 million part-time workers.

- More than 14 percent of Americans employed full- and part-time report heavy drinking, which is defined as five or more drinks on five or more days in the past 30 days. The heaviest drinking occurred among persons between the ages of 18 and 25 years. Of the 11.2 million heavy drinkers in 1997, 30 percent (3.3 million) also were current illicit drug users.

- Construction workers (15.6%); sales personnel (11.4%); food preparation, wait staff, and bartenders (11.2%); handlers, helpers, and laborers (10.6%); and machine operators and inspectors (10.5%) reported the highest rates of current illicit drug use. Protective service workers reported the lowest rate of current drug use (3.2%).

- The occupational categories with above-average rates of heavy alcohol use, in addition to construction, were handlers, helpers, and laborers (15.7); machine operators and inspectors (13.5%); transportation and material movers (13.1%); recision production and repair workers (13.1%); and employees in food preparation, including wait staff and bartenders (12.2%).

- According to a national survey conducted by the Hazelden Foundation, more than 60 percent of adults know people who have gone to work under the influence of drugs or alcohol.

▲ The economic and human costs of drugs and alcohol use are astounding. In fact, the National Institute of Health recently reported that alcohol and drug abuse cost the economy $246 billion in 1992, the most recent year for which economic data are available. In addition, numerous studies, reports, and surveys suggest that substance abuse is having a profoundly negative affect on the workplace in terms of decreased productivity and increased accidents, absenteeism, turnover, and medical costs.

Facts and Figures About Drugs and Alcohol in the Workplace, Cont'd.

Following are statistics that highlight the impact of substance abuse on the workplace:

- In 1990, problems resulting from the use of alcohol and other drugs cost American businesses an estimated $81.6 billion in lost productivity due to premature death (37 billion) and illness (44 billion); 86 percent of these combined costs are attributed to drinking.

- Full-time workers age 18-49 who reported current illicit drug use were more likely than those reporting no current illicit drug use to state that they had worked for three or more employers in the past year (32.1% versus 17.9%), taken an unexcused absence from work in the past month (12.1% versus 6.1%), voluntarily left an employer in the past year (25.8% versus 13.6%), and had been fired by an employer in the past year (4.6% versus 1.4%). Similar results were reported for employees who were heavy alcohol users.

- According to results of a NIDA-sponsored survey, drug-using employees are 2.2 times more likely to request early dismissal or time off, 2.5 times more likely to have absences of eight days or more, 3.0 times more likely to be late for work, 3.6 times more likely to be involved in a workplace accident, and 5.0 times more likely to file a workers' compensation claim.

- Results from a U.S. Postal Service study indicate that employees who tested positive on their pre-employment drug test were 77 percent more likely to be discharged within the first three years of employment and were absent from work 66 percent more often than those who tested negative.

- A survey of callers to the national cocaine helpline revealed that 75 percent reported using drugs on the job, 64 percent admitted that drugs adversely affected their job performance, 44 percent sold drugs to other employees, and 18 percent had stolen from co-workers to support their drug habit.

- Alcoholism causes 500 million lost workdays each year.

Despite recent news reports about the increased use of drugs, particularly among young people, we continue to be encouraged that workplace substance abuse is a problem for which a solution exists. When the issue is addressed by establishing comprehensive programs, which often include a policy, education and training, testing, and access to treatment through EAP's or other resources, it is a "win-win" situation for both employers and employees.

Review the following examples:

- One small plumbing company in Washington, D.C., the Warner Corporation, saved $385 per employee in one year by establishing a drug-free workplace program that included EAP services. The company attributed the savings to a decrease in the number of accidents, which resulted in lower workers' compensation costs and lower vehicle insurance premiums. Warner now has a waiting list of top-flight mechanics wanting to work in its drug-free environment, saving the company $20,000 a year on personnel advertising costs. Additionally, the proportion of apprentices completing a two-year training course has increased from 25 percent to 75 percent, resulting in annual savings of $165,000.

Facts and Figures About Drugs and Alcohol in the Workplace, Cont'd.

- In 1984, CSx Transportation, freight railroad company, implemented Operation Redblock, a response to widespread violations of Rule G, which prohibits the use and possession of alcohol and drugs. The program's 4000 volunteers are trained to confront substance abusers, and if appropriate, refer them to the company's EAP. Since 1990, less than one percent of the drug tests administered to safety-sensitive employees have been positive.

- After implementing a comprehensive drug-free workplace program in response to a workers' compensations discount law, W.W. Gay Mechanical Contractors in Florida saved $100,000 on workers' compensation.

- Only four years after implementing a workplace substance program which included drug testing, Jerry Modland of Turfscape Landscape Care, Inc., in Chandler, AZ, says that his company is saving over $50,000 a year due to increased productivity, fewer accidents, and less absenteeism and turnover.

- According to the American Management Association's annual Survey on Workplace Drug Testing and Drug Abuse Policies, workplace drug testing has increased by more then 1,200 percent since 1987. More than 81 percent of businesses surveyed in 1996 were conducting some form of applicant or employee drug testing. Likewise, the perceived effectiveness of drug testing, as assessed by human resources managers, has increased from 50 percent in 1987 to 90 percent in 1996.

- In 1995, the average annual cost of EAP services per eligible employee nationwide was $26.59 for internal programs staffed by company employees and $21.47 for external programs provided by an outside contractor, according to the Research Triangle Institute. These costs compare favorably to the expense of recruiting and training replacements for employees terminated due to substance abuse problems — about $50,000 per employee at corporations such as IBM.

- The Ohio Department of Alcohol and Drug Addiction Services conducted a follow-up survey of 668 substance abuse treatment residents one year after completing treatment. The results indicated that absenteeism decreased by 89 percent, tardiness by 92 percent, and on-the-job injuries by 57 percent.

Statistics such as these suggest not only that workplace substance abuse is an issue all employers need to address, but also, that it is an issue that can be successfully prevented. Taking steps to raise awareness among employees about the impact of substance use on workplace performance, and offering the appropriate resources and/or assistance to employees in need, will not only improve worker safety and health, but also increase workplace productivity and market competitiveness.

For more information, please contact the U.S. Department of Labor at (202) 219-6001, ext. 137 or ext. 152.

Source: Working Partners for an Alcohol - and Drug-Free Workplace, U.S. Department of Labor, 1998.

Workplace Substance Abuse

▲ The following are some of the agencies that support substance abuse programs in the workplace.

- Center for Substance Abuse Prevention (CSAP)
- Employee Assistance Professionals Association (EAPA)
- Join Together
- National Association of State Alcohol and Drug Abuse Directors (NASADAD)
- National Clearinghouse for Alcohol and Drug Information (NCADI)
- National Council on Alcoholism and Drug Dependence, Inc. (NCADD)
- National Inhalant Prevention Coalition (NIPC)
- National Institute on Alcohol Abuse and Alcoholism/National Institutes of Health (NIAAA/NIH)
- National Institute on Drug Abuse (NIDA)
- Office of National Drug Control Policy (ONDCP)
- Robert Wood Johnson Foundation Substance Abuse Policy Research Program
- State Alcohol and Drug Abuse Agency Directory
- U.S. Department of Labor's (DOL) Working Partners for Alcohol and Drug-Free American Workplace
- U.S. Department of Transportation (DOT) — Office of Drug and Alcohol Policy and Compliance

Adapted from: U.S. Department of Labor's Web site *(www.dol.gov)*

Telephone Interview on Information About Drug Testing

Directions: For this assignment, conduct a telephone interview with the human resources director or employer, depending on the size of the business. As part of the interview process, answer the following questions.

1. Name of Business ______________________________
   Business Address ______________________________

   Telephone Number ______________________________

2. Name of Person Interviewed ______________________
   Title ______________________________________

3. Does your company have a mandatory drug testing policy?

4. If so, do you test applicants as well as employees?

5. If an applicant tests positive for drugs, is that person eliminated from potential employment?

6. If an employee tests positive for drugs, what measures are taken to assist the individual?

7. Does your business implement and maintain any type of substance abuse program?

**Please send a note of appreciation to the person that you interviewed.*

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TEKS 8C

The Americans with Disabilities Act (ADA) and the Workplace

▲ Title 1 of the American Disabilities Act of 1990, which took effect July 26, 1992, prohibits private employers, state and local governments, employment agencies, and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. An individual with a disability is a person who:

- has a physical or mental impairment that substantially limits one or more major life activities;
- has a record of such impairment; or
- is regarded as having such an impairment.

Definitions

A ***physical impairment*** means any physiological disorder or corrective, cosmetic disfigurement, or an anatomical loss affecting one or more of the following body systems: neurological; muscular-skeletal; special sense organs; respiratory; cardiovascular; reproductive; digestive; urinary; hemic and lymphatic; skin; and endocrine. A substantial limitation of a major life activity includes limiting such things as walking, talking, seeing, hearing, caring for oneself, or working. ***Mental impairment*** includes mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

A qualified employee or applicant with a disability is an individual who, with or without reasonable accommodation, can perform essential functions of the job in question. Reasonable accommodation may include, but not limited to:

- making existing facilities used by employees readily accessible to and usable by persons with disabilities;
- job structuring, modifying work schedules, reassignment to a vacant position; or
- arriving or modifying equipment or devices, adjusting modifying examinations, training materials, or policies, and providing qualified readers or interpreters.

An employer is required to make an accommodation to the known disability of a qualified applicant or employee if it would not impose an "undue hardship" on the operation of the employer's business. Undue hardship is defined as an action requiring significant difficulty or expense in light of factors such as employer's size, financial resources, and the nature and structure of its operation.

An employer is not required to lower quality or production standards to make an accommodation, nor is an employer obligated to provide personal use items such as glasses or hearing aids.

Medical Examinations and Inquires

Employers may not ask job applicants about the existence, nature, or severity of a disability. Applicants may be asked about their ability to perform specific job functions. A job offer may be conditioned on the results of a medical examination, but only if the examination is required for all entering employees in similar jobs. Medical examinations of employees must be job related and consistent with the employer's business needs.

EEOC Enforcement of the ADA

The U.S. Equal Employment Opportunity Commission issued regulations to enforce the provisions of Title I of the ADA on July 26, 1992. The provisions originally took place on July 26, 1992, and covered employers with twenty-five or more employees. On July 26, 1994, the threshold dropped to include employers with fifteen or more employees.

Another part of the ADA, enforced by the U.S. Department of Justice (DOJ), prohibits discrimination in state and local government programs and activities, regardless of the number of employees. In addition, some private and government employers are already covered by nondiscrimination and affirmative action requirements under the Rehabilitation Act of 1973. EEOC, DOJ, and the Department of Labor similarly coordinate the enforcement effort under the ADA and the Rehabilitation Act.

Individuals who believe that they have been discriminated against on the basis of their disability can file a charge with the EEOC at any of its offices throughout the United States. A charge of discrimination must be filed within 180 days of the discrimination, unless there is a state or local law that also provides relief for discrimination on the basis of disability. In those cases, the complainant has three hundred days to file for a charge. Once a suit has been filed, the court can order injunctive relief, back pay, and attorney fees.

Source: Equal Employment Opportunity Commission (EEOC), (1998). Washington, DC.

For more information on the following topics, contact:

ADA requirements for employment:
Equal Employment Opportunity Commission (EEOC)
1801 L Street, NW
Washington, DC 20507
(800)699-40000 (voice), (800)699-6820 (TDD)

ADA requirements affecting public accommodations and state and local government services:
Department of Justice
Office on the Americans with Disabilities Act
Civil Rights Division
P.O. Box 66118
Washington, DC 202035-6118

Requirements for accessible design in new construction and alterations:
Architectural and Transportation Barriers
Compliance Board
1111 18th Street, NW
Suite 501
Washington, DC 20036
(800) USA-ABLE

ADA requirements affecting transportation:
Department of Transportation
400 Seventh Street, SW
Washington, DC 20590
(202) 366-9305, (202) 755-7687 (TDD)

ADA requirements for telecommunications:
Federal Communications Commission
1919 M Street, NW
Washington, DC 20554
(202) 634-1837, (2020) 632-1836 (TDD)

Information on all aspects of the ADA:
ADA Document Center
janweb.icdi.wvu.edu/kinder

Project Action
www.projectaction.org

Healthy Workplaces

Case Studies

Joe and Teri

Joe and Teri are teachers at the same high school in a town of about 15,000 people. The school district recently opened a physical fitness gym specifically for faculty and staff. The gym is open during school hours as well as after school and on the weekends. A full-time staff of a director and two assistants help individuals with a personal fitness plan. The school district also employed a nutrition educator to help faculty and staff as needed.

The gym is fully equipped with exercise equipment, a walking/jogging track, and courts for handball and basketball. Classes in aerobics are also held three times a week.

Administrators and the school board felt it was a good investment. They saw a real need for providing a workplace environment that promoted good nutrition and exercise. Joe and Teri are two teachers who have received excellent results by participating in the program. Joe, a fifty-year-old history teacher was really out of shape. His doctor had warned him to lose about thirty pounds and get more exercise. Joe was a prime candidate for a heart attack and stroke. Teri, a thirty-year-old English teacher often missed work because of frequent migraine headaches and total exhaustion. Her doctor had often hinted that an exercise program could help alleviate the headaches and possibly give her more energy.

Today, Joe is at his ideal weight and feels like a young man. He no longer has to take medication for high blood pressure. Teri is experiencing fewer headaches and feeling more energetic. The nutrition educator also counseled them about their diets. Both Joe and Teri think the school district made a wonderful decision in implementing the healthy workplace plan.

Matt

Matt works for a large food-service wholesale company. He is forty years old with a wife and three children under the age of twelve. Matt works as a warehouse manager and has worked for the company for almost twenty years.

The company employs almost two hundred people. Classes were recently implemented for employees and their families on nutrition education, exercise, and other health related topics. A company survey indicated that a number of employees were diabetic, overweight, and smokers. Unfortunately, Matt had all three of these health problems. At first, Matt thought the classes were just for those “health nuts.” The classes became very popular with the majority of the employees. Matt and his wife were soon regular participants.

As a result of the program, Matt has his diabetes under better control. He still needs to lose about twenty more pounds; however, he has quit smoking and admits that he feels better than he has in years.

TA 66b
TEKS 8D

Healthy Workplaces – Case Studies, Cont'd.

Courtney

Courtney is the health and nutrition education consultant for a communications company. She has been employed by the company for almost three years. When Courtney first came, the company employed almost three hundred individuals. At that time, absenteeism and turnover were major problems for employees. Today, both problems are almost nonexistent. Management believes these problems have decreased because of the "Healthy Workplace" program they implemented about five years ago.

Courtney is a licensed dietitian. She has daily classes on a number of diet-related topics and offers numerous workshops with specialists coming in to make presentations. If an expert cannot come to the workplace, she will recommend that the employee go see the expert.

The company also has a recreation center fully equipped with exercise equipment, basketball and handball court, and swimming pool. An outdoor walking/running track is also maintained. The company requires that each employee participate in some type of exercise program at least three times a week. Exercise equipment and classes are also available for employees with special needs.

Russ

Russ is an executive chef for a an educational consulting firm. The firm employs approximately one hundred and fifty individuals. The company is located about thirty miles from the heart of a city of 100,000 people. Because the company is far from the city, management decided that it would provide a small cafeteria for its employees. Nutritious breakfasts and lunches with limited menu selections are provided each day to all employees at no charge. Management felt that it would be an important benefit it could provide for its employees.

The company also provides memberships to two different fitness centers if the employee chooses to join. A nutrition eductor is also on retainer to provide consultations to the employees.

Russ really enjoys his job. If an employee has special dietary needs, he is happy to prepare food specifically designed for that individual. Russ makes sure that dietary guidelines are used in planning and preparing all foods. He prefers to use fresh vegetables and fruits, pastas, and low-fat meats in most of the meals. He also has nutritious snacks available for the employees as well.

Key Questions:

- How did the employee benefit in each instance from the workplace fitness programs?
- Do you think the employee would have achieved the same benefits if the program had not been available in the workplace? Why?
- How could each company benefit from employees' participation in fitness programs?
- If a fitness program had not been available to Joe and Teri, Matt, Courtney, and Russ, what alternatives might they have pursued?

TA 67a
TEKS 8E

Safety in the Workplace

Name of Student ____________________

Selected Job or Career ____________________

Selected Business or Employer ____________________

Resources Used:

DO NOT STACK

What situations in the selected workplace might affect an employee's health and safety?

TA 67b
TEKS 8E

Safety in the Workplace, Cont'd.

What practices does the business utilize to ensure the safety and health of its employees?

How does the work of the business/industry affect the health, safety, and environment of the community?

Additional Comments:

Federal Laws Governing Employment Practices

- National Labor Relations Act (Wagner Act of 1935)
- Fair Labor Standards Act (FSLA) of 1938
- Equal Pay Act of 1963
- Civil Rights Act of 1964

- Age Discrimination Act of 1967
- Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990
- Immigration Reform and Control Act of 1990
- Family Leave and Medical Act (FLMA) of 1993

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At a Glance

Case Studies

Tyra

Tyra is an eighteen-year-old high school senior. She has been active in several activities (National Honor Society, FHA/HERO, basketball, and choir). Tyra has been vice-president of the FHA/HERO chapter for two years and won first place on her Illustrated Talk at the regional and state STAR Event competitions. She won second place at the national conference. Public speaking has not always come easily for Tyra. She has had to overcome many fears and anxieties about getting up in front of people and speaking loud enough so others can hear her. The Home Economics teacher/advisor has provided Tyra with several opportunities to speak before groups such as the Lions Club, PTA, and other classes. One of the ways that Tyra helped to overcome her "stage fright" was to join the choir. She has always loved to sing, and getting up in front of people became much easier after each performance.

Tyra would like to be on the starting lineup of the basketball team. She really enjoys playing, but she is only a fair guard and sits on the bench most of the time. Her coach praises Tyra for her teamwork and leadership skills. Tyra may not be a starter on her team, but she keeps her teammates motivated.

Making good grades has been a long-term personal goal for Tyra. She is in the upper 10 percent of her class. Tyra would like to go to college and eventually work in public relations. Her parents really want her to go to college, but it will be hard to come up with the money to send her. Tyra has four younger brothers and sisters as well. The school counselor and teachers have been working with Tyra on some possible scholarships.

Jacob

Jacob is a seventeen-year-old high school senior. He has been active in several activities (band, FHA/HERO, VICA, and the UIL One-Act Play). Jacob joined FHA/HERO when he was a freshman and later joined VICA when he began to take building trades classes. Jacob has always loved acting, so he tried out for the One-Act Play. He has the leading male role this year and was in the cast last year. When he tried out for the play, he found that his talents at building stage scenery and props were also needed.

Jacob is really enjoying his building trades class. They are building a Habitat for Humanity home this semester. He has always enjoyed building things and working with tools. He thinks that he would like to attend some type of vocational school or perhaps become an architect. His parents both went to college and they have always planned for Jacob to as well. Jacob's grades are above average; however, he really has not tried as hard as he could.

Band is also another activity in which Jacob has excelled. Music has always been a big part of his leisure time. Jacob really likes jazz and country music. He has quite a selection of CDs and tapes. The band director says he can play a "mean" trumpet. He has been in band since the fifth grade and it is something that the entire family has become involved in. His mother and dad have been officers in the band booster club for several years.

TA 70
TEKS 10B

Effective Time Managers

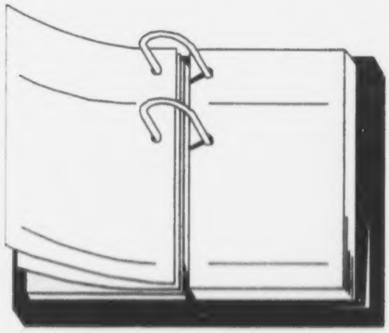
Focus on saving time by . . .

- planning ahead
- prioritizing
- doing a job in less time than usual
- using small blocks of time that are usually wasted
- using available time-saving resources
- working smarter, not harder

TA 71
TEKS 10B

Components of Time Management

- Listen.
- Be flexible.
- Prioritize.
- Schedule.
- Organize.
- Avoid procrastination.
- Live a balanced life.



Monthly Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

TA 72a
TEKS 10B

TA 72b
TEKS 10B

Things to do Today

Home	School	Work

TA 72c
TEKS 10B

Need to Do Checklist

Date:

Item	Priority	Time Needed	Done
			☐
			☐
			☐
			☐
			☐
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Notes

Scheduled Activities	
8:00	
8:30	
9:00	
9:30	
10:00	
10:30	
11:00	
11:30	
12:00	
12:30	
1:00	
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4:30	
5:00	
5:30	
6:00	
6:30	
7:00	
7:30	

Evening

Daily Diary

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00	7:00	7:00	7:00	7:00	7:00	7:00
7:30	7:30	7:30	7:30	7:30	7:30	7:30
8:00	8:00	8:00	8:00	8:00	8:00	8:00
8:30	8:30	8:30	8:30	8:30	8:30	8:30
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TEKS 10B

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TA 74
TEKS 10C

Why Set Priorities?

defines what is important

determines difference between what is urgent and what is important

influences decisions

achieves balance between daily activities and long-term goals

enables organization

TA 75
TEKS 10C

Setting Priorities for Personal and Family Decisions

Directions: Write a case study situation depicting a family where priorities affected personal and family management decisions. Write a description of the situation in the space provided. Explain why it was important for the family to set priorities and the effect of those priorities on their personal and family management decisions.

Case Study Description:

Effect of Priorities on Personal and Family Management Decisions:

TA 76
TEKS 10D

SAMPLE BUDGET

Percent of Income	Expenses
15 - 20%	Debt Payments (includes car, loan, and credit card payments)
25-35%	Housing (includes mortgage or rent, taxes, insurance, and utilities)
15 - 20%	Food (includes eating out)
10%	Clothing
5 - 10%	Transportation (includes gas, insurance, and repair)
10%	Savings
10 - 20%	Miscellaneous (includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)

TA 77
TEKS 10D

Budgeting Plan

Directions:

Plan a budget using a realistic income figure that is comparable to the amount you expect to make at the beginning of your work career. In the space below, write a description of your anticipated position and expected income.

Your Working Career Situation

▲ Using the information provided above and the information provided in the chart below, plan a monthly budget for your working career situation.

Percent of Income	Total Net Income	Actual	Budget
15 - 20%	Debt Payments (includes car, loan, and credit card payments)		
25 - 35%	Housing (includes mortgage or rent, taxes, insurance, and utilities)		
15 - 20%	Food (includes eating out)		
10%	Clothing		
5 - 10%	Transportation (includes gas, insurance, and repair)		
10%	Savings		
10 - 20%	Miscellaneous (includes entertainment, medical insurance and expenses, education costs, personal grooming supplies, recreation, and charitable contributions)		
	Balance		

Consider the Cost

List five popular items for which a young person might spend money each month.	Estimate a monthly amount that might be spent on each item.	Convert the estimated dollar amount into the number of hours of work at minimum wage necessary to pay the monthly amount (monthly cost ÷ minimum wage per hour = number of hours)
1.	$________	________ hours
2.	$________	________ hours
3.	$________	________ hours
4.	$________	________ hours
5.	$________	________ hours
	Total $________	Total ________ hrs.

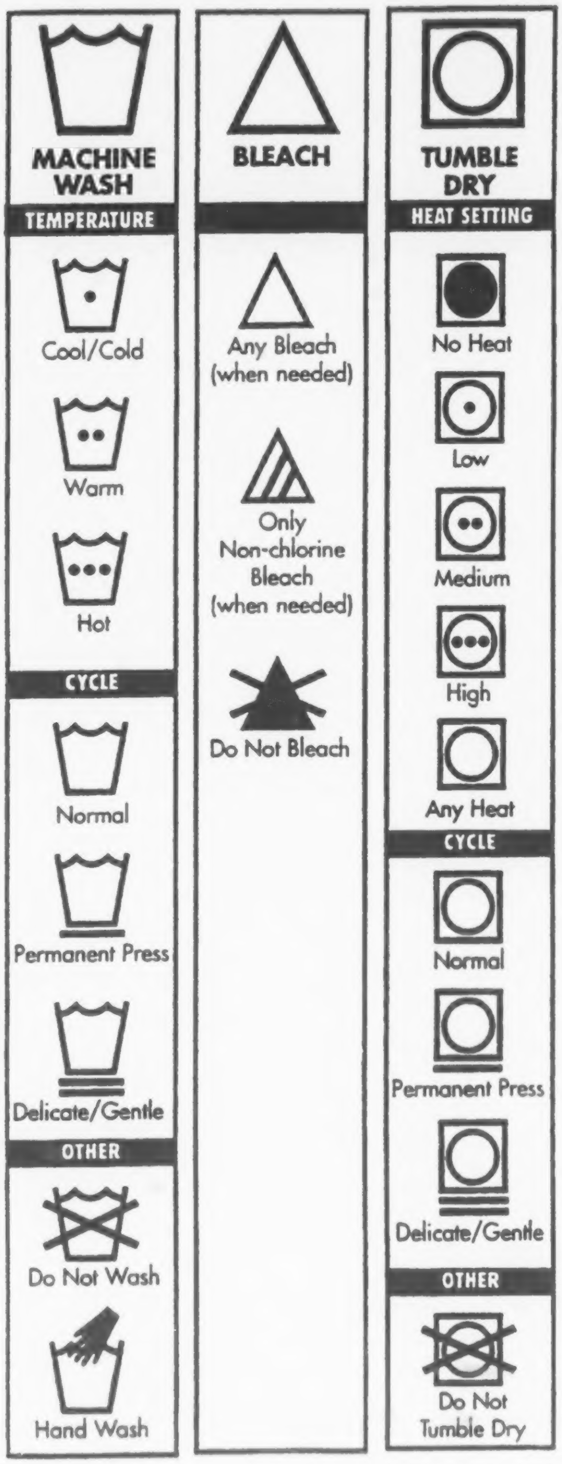
TA 78
TEKS 10D

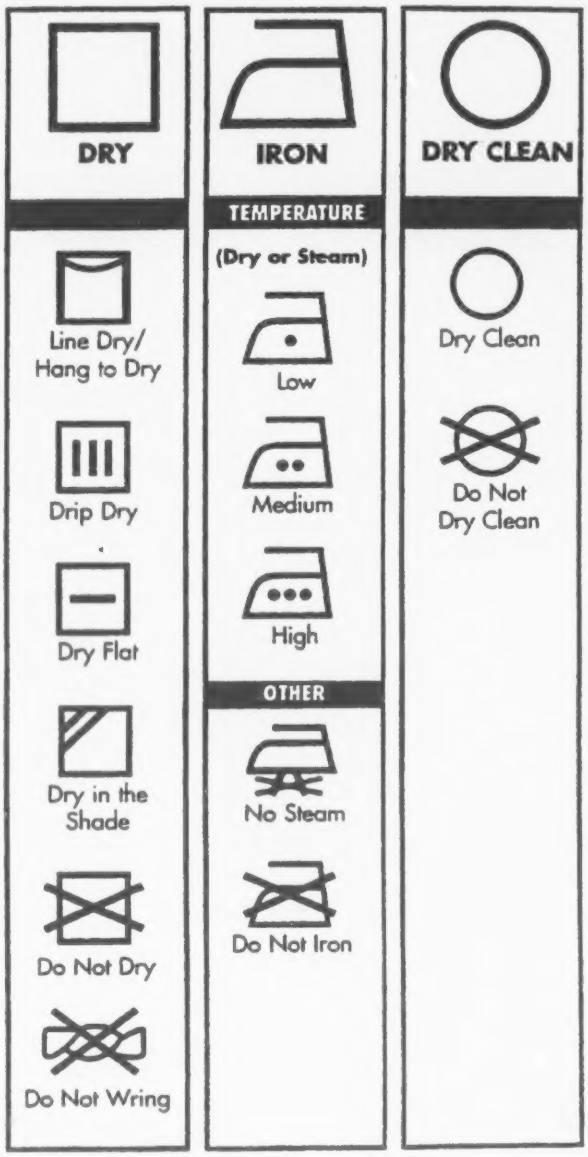
TA 79
TEKS 11B

Guide to Fabric Care Symbols

A recent change in the Federal Trade Commission's (FTC) Care Labeling Rule means that consumers may soon find a new "language" on their care labels.

As of July 1, 1997, the Federal Trade Commission allows apparel manufacturers to use symbols instead of written instructions on garment care labels. Share this information with your students so they can remain savvy shoppers.


MACHINE WASH
TEMPERATURE
Cool/Cold
Warm
Hot
CYCLE
Normal
Permanent Press
Delicate/Gentle
OTHER
Do Not Wash
Hand Wash
BLEACH
Any Bleach (when needed)
Only Non-chlorine Bleach (when needed)
Do Not Bleach
TUMBLE DRY
HEAT SETTING
No Heat
Low
Medium
High
Any Heat
CYCLE
Normal
Permanent Press
Delicate/Gentle
OTHER
Do Not Tumble Dry


DRY
Line Dry/ Hang to Dry
Drip Dry
Dry Flat
Dry in the Shade
Do Not Dry
Do Not Wring
IRON
TEMPERATURE
(Dry or Steam)
Low
Medium
High
OTHER
No Steam
Do Not Iron
DRY CLEAN
Dry Clean
Do Not Dry Clean

Source: The Soap and Detergent Association, www.sdahq.org

TA 80
TEKS 11B

Name ____________________

Class Period ________________

Clothing Care

Garment Type	Machine Wash, Hand Wash, or Dry Clean	Water Temperature	Dryer Setting or Hang to Dry	Ironing Procedures (If needed)

KEY QUESTIONS: How do your clothing choices reflect your lifestyle? How do school, work, and leisure activities affect clothing care and maintenance procedures?

TA 81
TEKS 11C

How Resources Affect the Clothing Budget

Resources	Effect on Personal and Family Clothing Budget
Time	
Money	
Energy	
Physical and Mental Health	
Knowledge	
Talents	
Skills	

TA 82
TEKS 11C

Clothing Budget Considerations

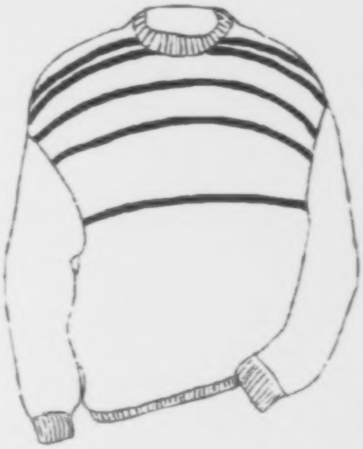
Factors Affecting Management of the Clothing Budget	Considerations
Fads or Trends	Certain items may not be in style next year. How can trendy fashions be incorporated in a wardrobe at low cost?
Cost of Care and Maintenance	An expensive item may require frequent dry cleaning. How do you determine whether to buy items that must be "Dry Cleaned Only"?
Quality Level Necessary for Use	You typically pay more for better quality in clothing items. When is it worth spending more for quality? When might a lower quality item serve the purpose?
Multipurpose vs. Single-use Clothing Items	A specific party dress or jacket, for example, may be suitable for very limited occasions. Could you select a dress or jacket that could also suit other dressy occasions? (Perhaps by changing accessories?)

TA 83
TEKS 11D

Get to the Basics

(Time-tested Ideas About Clothing Selections)

1. Buy classic styles — they last longer.



2. Find good quality — it pays.

3. Decide on a basic color plan that is becoming.

4. Plan for variety.

5. Plan for flexibility.

6. Make wise purchases — a well-planned wardrobe does not have to cost a fortune.

7. Consider maintenance and clothing care requirements.

8. Evaluate your present wardrobe.

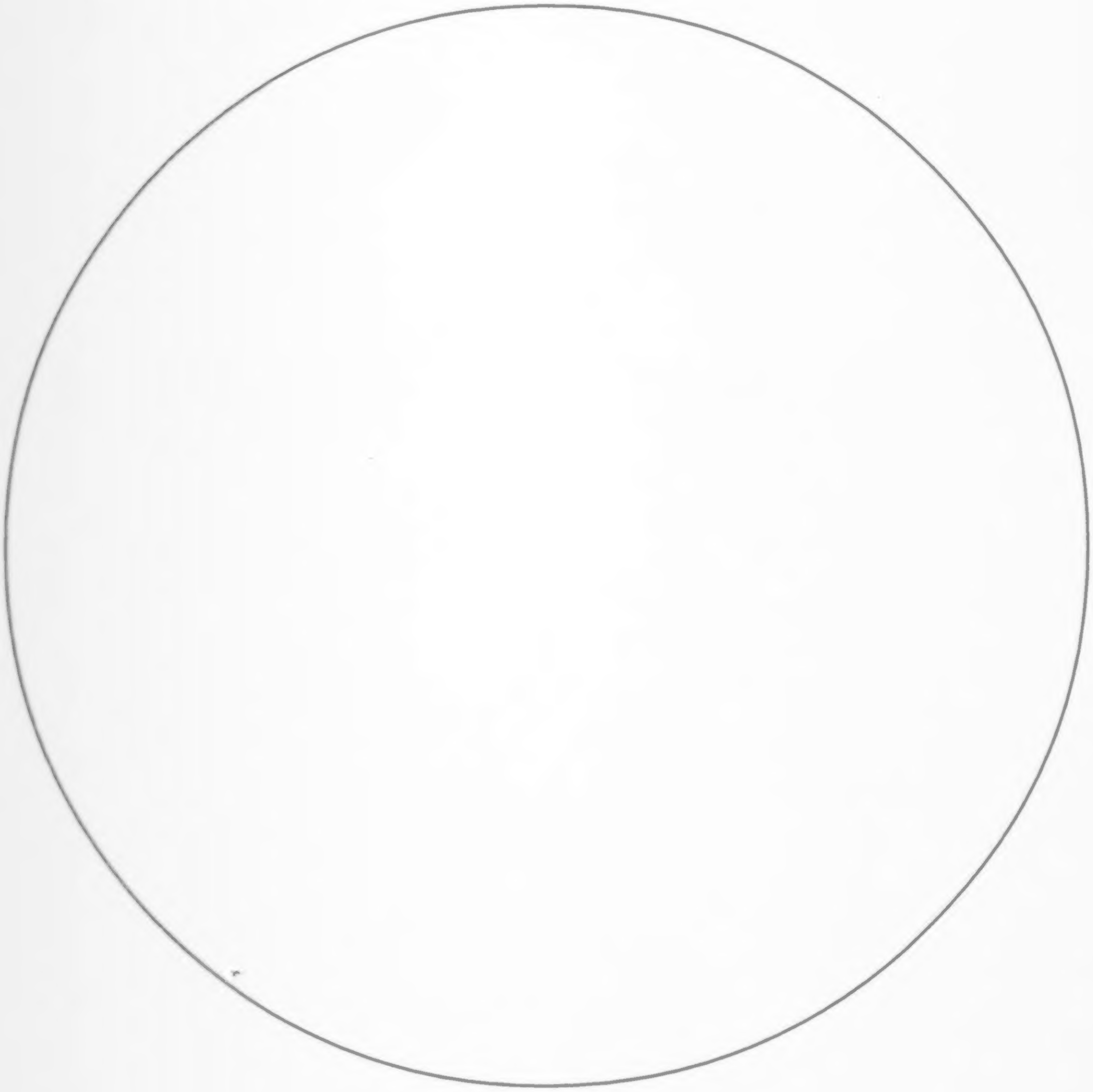
9. Get organized.

Source: Mississippi State University Extension Service (1998) Publication 1453.
For more information, www.msstate.edu/pubs/pub 1453.htm

TA 84
TEKS 11D

Activity Pie Chart

Directions: Create a pie chart from the circle below depicting one of your typical twenty-four hour days divided into activity segments. For example, if you spend eight hours sleeping, eight hours at school and work, two hours in sports activities, two hours eating, and four hours in homework and leisure activities (with friends, etc.), your circle (pie) would be divided into five segments: 1/3, 1/3, 1 1/2, 1 1/2, and 1/6.



TA 85a
TEKS 11D

Wardrobe Management

These are some basic steps in re-engineering the wardrobe. The following outline will assist in managing your wardrobe and getting greater satisfaction from apparel purchases.

I. **AUDIT** or inventory your closet.
  1. Sort all the apparel in the closet into three stacks.
    a. What you like, fits well, and you enjoy wearing.
    b. What you like and fits well, but needs altering or mending.
    c. What has not been worn in the last year. However, it could be appropriate to keep special occasion attire.

  2. Analyze
    a. Why you like certain clothes.
    b. What constitutes good fit and comfort for you.

II. **DEJUNK** or discard.
  1. Discard all garments not worn in the last year.
    a. Analyze why the clothes have not been worn.
    b. Give to Goodwill, Women's Shelter, sell in garage sale, etc., but remove the items from the closet.

  2. Return to the closet clothes that fit and that you like to wear.
    a. Arrange items in the closet according to seasons and garment types to encourage mixing and matching.

Women:	Men:
1) Skirts	1) Jackets
2) Jackets	2) Trousers/Pants/Jeans
3) Blouses/Shirts	3) Dress Shirts
4) Pants/Slacks/Jeans	4) Leisure Shirts
5) Vests	5) Suits

    b. Do not return any garment to the closet until it is repaired.

III. **REINVEST** in your wardrobe.
  1. As a general rule, one will retain approximately 50 percent of the existing wardrobe as a base for wardrobe re-engineering.

  2. Develop a shopping list to fill in the needs of the wardrobe.
    a. Consider all the roles and activities which require specific apparel.
    b. Make a master shopping list including color, size, and fabric samples clipped from seam allowances or facings for use in matching/coordinating with existing garments. The list should be small and easy to carry around. Use index cards or a small spiral notebook to keep wardrobe records.

TA 85b
TEKS 11D

Wardrobe Management, Cont'd.

c. Be specific about what is needed, i.e., red blouse, size 12 with an approximate cost of ____.

d. Purchases should be determined in light of a clothing budget. Purchases may need to be spread over a period of time in order to stay within available funds.

3. Shop using your shopping list.
   a. Keep records of expenditures to determine your buying habits.
   b. Avoid impulse buying by purchasing only what is on your list.
   c. Plan to buy versatile classic separates to extend the wardrobe.
      1) Each item purchased should go with at least three other items in your wardrobe.
      2) Plan to work with only two or three basic colors and neutrals.
      3) Solid colors and geometric prints are easier to work with and have a longer fashion life.
      4) Choose medium textured fabrics and fabrics that are suitable for wearing year around.
      5) Purchase the best quality workmanship and fabric that you can afford.
      6) Do not let fashion dictate to you.

   d. Spend the most money on wardrobe basics in classic styles.
      1) Comparison shop for the most for your money.
      2) Figure cost per wear to determine value.

   e. Shop sales wisely! — It is only a bargain if you really need it and it fits into your wardrobe plan.

Source: Janie Kenner, PhD, CFCS, Stephen F. Austin University.

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TA 86
TEKS 12A

Housing Options

Rent?

Buy?

Multi-family Dwelling?
Duplex
Fourplex
Townhouse
Apartment
Condo

Single-family Dwelling?
Development/tract house
Custom-built house
Prefabricated structure
Manufactured/Mobile home

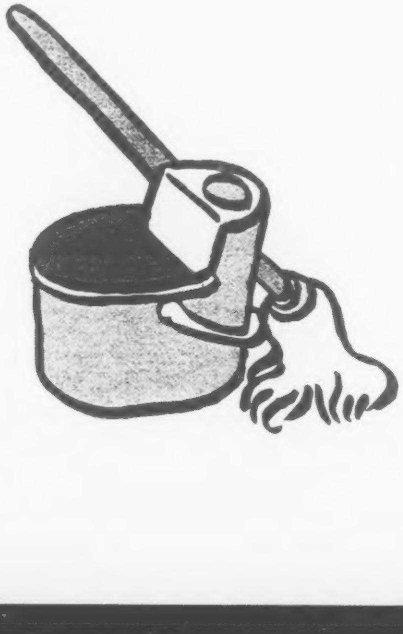
TA 87
TEKS 12C

How to Get Something Done Around the House

Do it yourself.

Have someone else do it for you (family member, roommate, friend)

Hire someone else to do it.



TA 88
TEKS 12C

How to Manage Household Tasks

Be as organized as possible.
Determine a place for everything, and keep everything in its place.

Use the right tools.
Are there "gadgets" that will make the job easier?
Are there cleaning products that will make the job easier?

Use work simplification techniques.
Is there a more efficient way to do it?

Develop a cleaning routine.
Determine daily, weekly, monthly, and seasonal tasks.

Develop a preventive maintenance schedule.
Determine monthly and seasonal tasks.

Fix things before they become major problems.
Watch for minor problems, and tend to them immediately.

Be "home safety" conscious.
Be on the lookout for safety hazards, and correct them immediately.

Know Your Lease Agreement

Directions: Pretend that you have signed the lease agreement. Review the lease to answer the following questions:

1. According to the lease agreement, under what conditions will the security deposit be returned?
2. If you decide to move when the lease agreement expires, in what condition must you leave the rental property when you move?
3. According to the lease, what happens if you damage the landlord's property?
4. Can you install new locks?
5. Can you paint and paper the walls?
6. Are you allowed to have a pet?
7. If your television is stolen, is your landlord liable for your loss?
8. If a pipe bursts in your apartment, who is liable for the damage?
9. How much advance notice must you give before moving out at the end of your lease term?
10. If you decide to move out before the lease expires, what are the possible consequences?
11. If you fail to pay your lease payment on time, what are the possible consequences?
12. Under the lease agreement, can you sublet the apartment to another person?
13. Are there provisions in the lease agreement allowing the landlord to enter the apartment without notice?
14. Who is responsible for the gas, electricity, water, and other utility bills?
15. Who is responsible for needed repairs?

TA 90
TEKS 13A

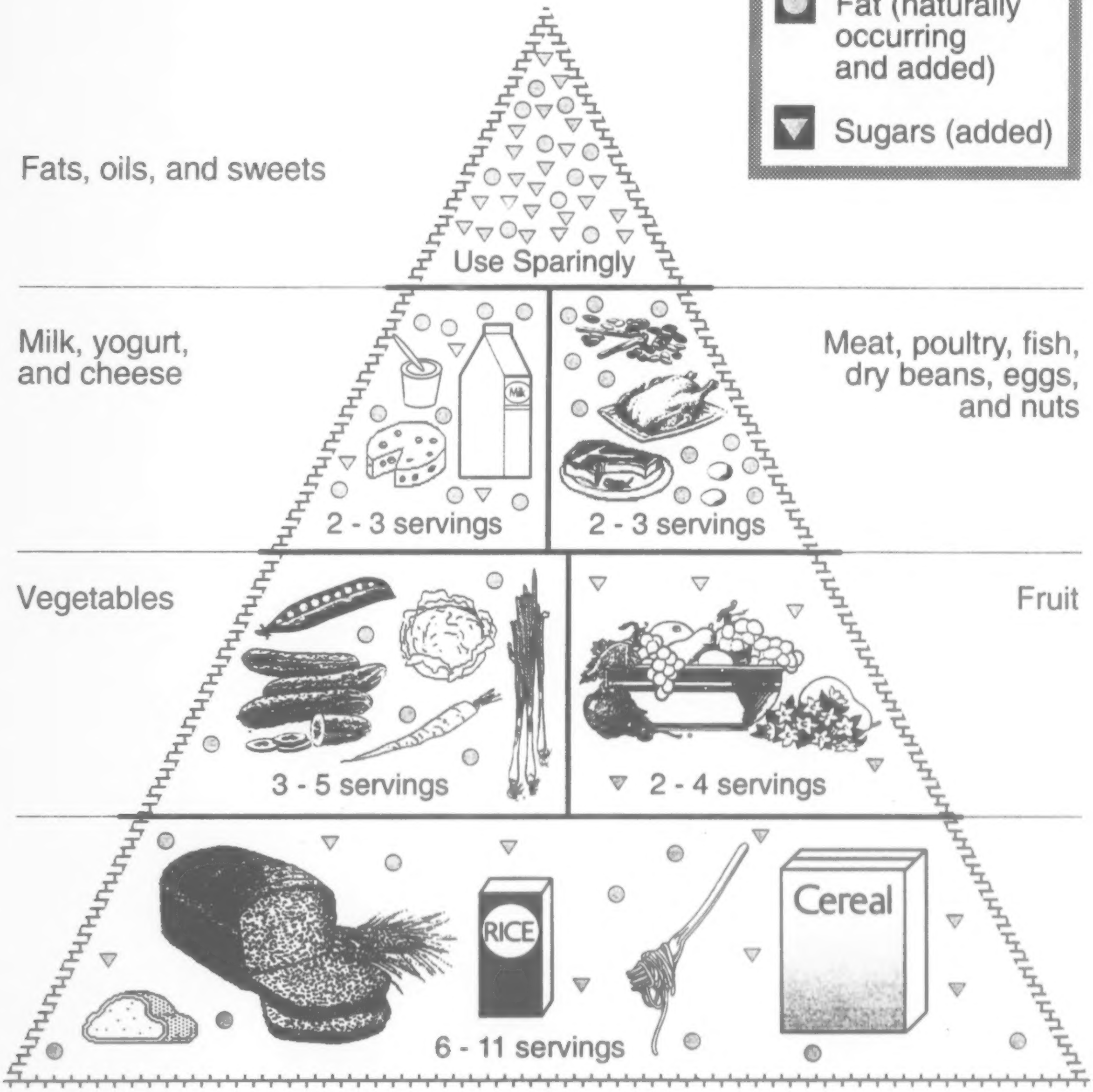
Food Guide Pyramid

A guide to daily food choices

Key

● Fat (naturally occurring and added)

▼ Sugars (added)


Fats, oils, and sweets
Use Sparingly
Milk, yogurt, and cheese
2 - 3 servings
Meat, poultry, fish, dry beans, eggs, and nuts
2 - 3 servings
Vegetables
3 - 5 servings
Fruit
2 - 4 servings
RICE
Cereal
6 - 11 servings
Grains: Bread, cereal, rice, and pasta

Adapted from: "The Food Guide Pyramid," Home and Garden Bulletin No. 252, United States Department of Agriculture Human Nutrition Information Service.

TA 91
TEKS 13A

A Pattern for Daily Food Choices

Food Groups	Suggested Daily Servings	What Equals a Serving?
Vegetables • Dark green leafy • Deep yellow • Starchy • Other vegetables	**3 - 5** servings from entire group (include all types regularly; use dark green leafy vegetables and deep yellow vegetables several times a week.)	♦ 1/2 cup of cooked vegetables ♦ 1/2 cup of chopped raw vegetables ♦ 1 cup of leafy raw vegetables, such as lettuce or spinach ♦ 3/4 cups of vegetable juice
Fruits • Citrus, melon, berries • Other fruits	**2 - 4** servings from entire group	♦ a whole fruit, such as a medium apple, banana, or orange ♦ a grapefruit half ♦ a melon wedge ♦ 3/4 cup of juice ♦ 1/2 cup of berries ♦ 1/2 cup cooked or canned fruit ♦ 1/4 cup dried fruit
Breads, Cereals, Rice, and Pasta • Whole-grain • Enriched	**6 - 11** servings from entire group (include several servings of whole-grain products daily.)	♦ 1 slice of bread ♦ 1/2 hamburger bun, English muffin, or bagel ♦ a small roll, biscuit, or muffin ♦ 3 to 4 small or 2 large crackers ♦ 1/2 cup cooked cereal, rice, or pasta ♦ 1 ounce of ready-to-eat breakfast cereal ♦ 1 tortilla or pancake
Milk, Yogurt, and Cheese	**2** servings for adults **3** servings for children **4** servings for ages 11-24 (3 servings for women who are pregnant or breast-feeding; 4 servings for teens who are pregnant or breast-feeding)	♦ 1 cup of milk ♦ 8 ounces yogurt ♦ 1 1/2 ounces of natural cheese ♦ 2 ounces processed cheese
Meat, Poultry, Fish, Dry Beans and Peas, Eggs, Nuts, and Seeds	**2 - 3** servings from entire group (include dry beans and peas often.)	♦ 2-3 ounces equal one serving of cooked lean meat, poultry, or fish. Count 1 egg, 1/2 cup cooked dried beans, or 2 T. peanut butter as 1 ounce of meat.

Adopted from: "Nutrition and Your Health: Dietary Guidelines for Americans, "United States Departments of Agriculture and Health and U.S. Department of Human Services. Washington, DC, 1995.

TA 92
TEKS 13A

Nutrition and Your Health:
DIETARY GUIDELINES FOR AMERICANS

1

Eat a variety of foods.

People need more than forty different nutrients for good health. Essential nutrients include vitamins, minerals, amino acids from protein, certain fatty acids from fat, and sources of calories (protein, carbohydrates, and fat). These nutrients should come from a variety of foods, not from a few highly fortified foods or supplements. Get the nutrients needed by choosing different foods you enjoy eating from the five major food groups. These groups are vegetables, fruits, grain products, milk and milk products, and meats and meat alternatives.

2

Balance the food you eat with physical activity — maintain or improve your weight.

Being too fat or too thin increases chances of developing health problems. Being too fat is common in the United States. It is linked with high blood pressure, heart disease, stroke, the most common type of diabetes, certain cancers, and other types of illness.

3

Choose a diet with plenty of grain products, vegetables, and fruits.

Vegetables, fruits, and grain products are important parts of a varied diet. They are emphasized in this guideline especially for their complex carbohydrates, dietary fiber, and other food components linked to good health.

4

Choose a diet low in fat, saturated fat, and cholesterol.

Higher levels of saturated fat and cholesterol in the diet are linked to increased risk for heart disease. A diet low in fat makes it easier to include the variety of foods you need for nutrients without exceeding your calorie needs because fat contains over twice the calories of an equal amount of carbohydrates or protein.

5

Choose a diet moderate in sugars.

Sugars and many foods that contain them in large amounts supply calories but are limited in nutrients. Thus, they should be used in moderation by most healthy people and sparingly by people with low-calorie needs. The more often these foods—even small amounts—are eaten, the greater the risk for tooth decay.

6

Choose a diet moderate in salt and sodium.

Table salt contains sodium and chloride—both are essential in the diet. However, most Americans eat more salt and sodium than they need. In the United States, about one in three adults has high blood pressure. If these people restrict their salt and sodium intake, usually their blood pressure will fall.

7

Avoid alcoholic beverages.

Drinking alcoholic beverages is illegal in Texas for people under age twenty-one. Heavy drinking of alcoholic beverages is related to malnutrition, liver disease, and some forms of cancer. Drinking alcoholic beverages during pregnancy can damage the developing fetus. People who drink alcoholic beverages before driving increase their risk of car accidents.

Adapted From: "Nutrition and Your Health: Dietary Guidelines for Americans," Fourth Edition, 1995, Home and Garden Bulletin No. 232, U.S. Department of Agriculture and U.S. Department of Health and Human Services. "Dietary Guidelines and Your Diet: Home Economics Teacher's Guide, February 1998, U.S. Department of Agriculture and Human Nutrition Information Service.

TA 93
TEKS 13C

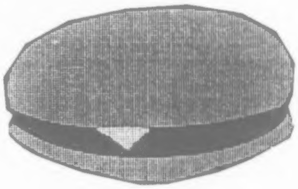
Where Might You Choose to Eat?

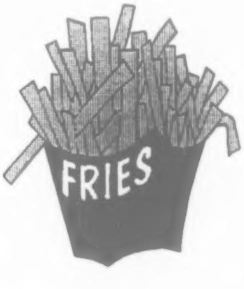
Home-prepared Meals

- "made-from-scratch"
- convenience foods (such as frozen, pre-cooked, or pre-packaged)

Meals prepared away from home

- traditional restaurants
- fast-food/carry-out establishments
- supermarket delis





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Career Preparation Portfolio

A personal career portfolio is a ready reference of who you are. It will be a study guide and contribution to your future success. At a glance, you will be able to review your personal attributes and the occupational skills that make you the right candidate for the job. It will also contain details about your accomplishments, awards, leadership roles, and much more.

As you build, modify, and study the contents of your portfolio, you will have a growing sense of accomplishment. By using the portfolio as a study guide before job interviews and as a selling tool during interviews, you will gain confidence and self-esteem.

Sample Outline for Portfolio

1. **Notes**
   Notes related to research for prospective jobs, related to the application and interview process, and any information related to securing a job will be helpful.

2. **Your Resumé**
   A resumé is a summary of your job history and an important advertising tool. Employers expect all applicants to have a resumé. It is a screening device that helps the employer select the best applicant for the interview process.

3. **Application**
   This section can be used to file copies of employment applications and should include tips for success in the application process.

4. **Personal Information**
   This section can be used to keep track of personal information employers need to know, such as the following:
   - one or two paragraphs about yourself
   - list of personal qualities that make you an excellent candidate for a job
   - list of personal references
   - list of work and salary history
   - list of personal achievements

5. **Reference letters** from people you know personally and the names and addresses of persons who are willing to write a letter on your behalf (optional).

6. **Network**
   List the people you know who can provide you with job leads and put you in touch with the people who make hiring decisions.

7. **Other information**
   Additional information that would be helpful, such as an **employer's evaluation** of your work.

Note: This activity is an excellent way to incorporate STAR Events and FHA/HERO. For additional information, refer to "Portfolio Development for Secondary Students," a *Cornerstone* segment available from the Home Economics Curriculum Center.

Brochure Assessment

Part A: Circle the number that indicates how effectively the brochure meets the stated criteria.

	3	2	1
Quality of Research	Accurate analysis of the research Reliable sources Three or more references used	Fair degree of accuracy Some reliability of resources Two references used	Basic information with inaccuracies Questionable reliability One reference used
	3	2	1
Application of Knowledge	Demonstrates in-depth understanding of the topic Accurately uses information in the brochure	Demonstrates general understanding of the topic Uses research information with a fair degree of accuracy in the brochure	Lacks understanding of the topic Uses only the basic parts of the information; several misconceptions
	3	2	1
Written Presentation	Well organized content Attractive, well-designed format Message is clear and easy to understand Typed or computer-formatted Strong eye appeal	Generally well-organized content Adequate design for format Message is sufficiently understood Typed or computer-formatted; adequate appeal	Unorganized content; hard to follow Unattractive format Message is difficult to understand Handwritten or type lacks neatness
	3	2	1
Creativity	Imaginative; originality demonstrated Graphics that make the work "come alive"	Adequate creativity Some use of graphics that add to the presentation	Lacks originality Few or no graphics used or graphics do not relate to text

TA 95a

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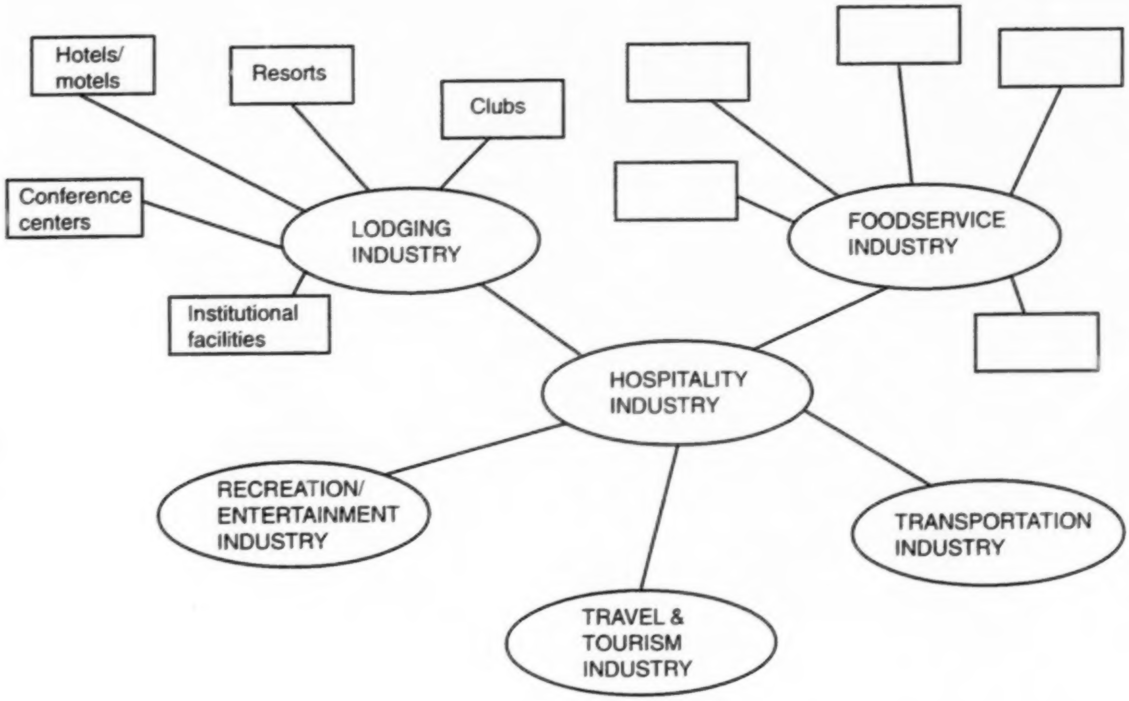
Brochure Assessment, Cont'd.

Part B: Write a paragraph that describes how you can use the knowledge gained from this activity.

TA 95b

Adapted from the *Alternative Assessment: A Family and Consumer Teacher's Tool Kit* (1996). Columbus, OH: The Ohio State University, Vocational Instructional Materials Laboratory.

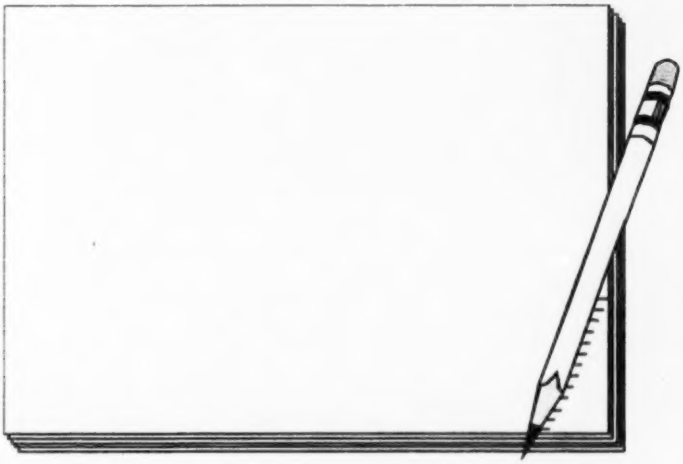
Web Diagram


Hotels/ motels
Resorts
Clubs
Conference centers
Institutional facilities
LODGING INDUSTRY
FOODSERVICE INDUSTRY
HOSPITALITY INDUSTRY
RECREATION/ ENTERTAINMENT INDUSTRY
TRAVEL & TOURISM INDUSTRY
TRANSPORTATION INDUSTRY

TA 97

"Jeopardy" Game Instructions

1. Use questions and answers written on 3x5 cards (answer on the front, question on the back) as subject matter for the "Jeopardy" game.
2. Divide 3x5 cards into three stacks. Assign cards in each stack 10 points, 20 points, and 30 points, respectively. Write the point value on the front of the card (along with the answer).
3. Form teams of 3-4 students, and give each team a colored "responder" card.
4. Have each team select a team captain and team scorekeeper.
5. The teacher reads aloud the answer from a card. The team captain who holds up the responder card first has the first opportunity to answer.
6. All team responses must be given in the form of a question. For example, you say, "providing their children proper nutrition." The correct student response would be something like, "What is a responsibility parents have related to physical development of their children?"
7. If the first team to respond gives the correct answer, they receive the point value for that item. If they answer incorrectly, then the point value is subtracted from their score and another team is given the opportunity to answer.
8. The team captain must confer with the team members before responding with a question.
9. The team captains hold up the "responder" card when their team is ready to respond. Only the team captain can hold up the responder card.
10. The team scorekeeper is responsible for keeping the correct score for the team. The scorekeeper should be included in determining the correct responses.
11. The team with the highest score is the winner.



Activity Assessment

Activity:

Criteria	3	2	1
Depth and breadth of research	offers accurate analysis of the major and minor issues surrounding the topic; uses three or more references	relates major facts to the basic topic with fair degree of accuracy; uses two references	provides only minor facts basic to the topic inaccuracies; uses only provided information (text) as reference
Application of knowledge	demonstrates in-depth understanding of the topic; accurately employs all parts of the information	demonstrates general understanding of the topic; employs most parts of the information with fair degree of accuracy	lacks understanding of topic; employs only the most basic parts of the information; several misconceptions about the topic
Written/Oral communication	presents a well organized presentation; message is easily understood	presents a somewhat organized presentation; message is vague	presentation is unorganized; message tends to wander or ramble and hard to understand
Creativity	imaginative, self-initiated finding and use of resources; extensive originality in presentation	considers provided materials; demonstrates adequate originality in presentation	lacks initiative when finding and using resources; lacks originality in presentation

Self-Reflection: On the back of this sheet, write a paragraph that describes how you can use knowledge gained from this activity in the future.

Adapted from Home Economics Education Association (1994). *How do we know they know?* Gainsville, VA 22065, Publication# A261-08482 ISBN 0-911365-35-4 — Copies Available: HEEA, P.O. Box 603, Gainsville, VA 22065